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ABSTRACT

This sourcebook is a resource guide to help teachers, evaluation specialists, district coordinators, and supervisors in locating and selecting instruments to evaluate various aspects of social studies programs from kindergarten through grade 12. The bulk of the sourcebook comprises analyses of 291 evaluation instruments applicable to social studies education. The instruments include general social studies achievement tests and specific knowledge tests in United States history, world history, political science, and economics. Instrument analyses are also provided in areas of critical thinking skills, student attitudes, interpersonal skills, self-concept, personality, values clarification, moral development, classroom climate, curriculum evaluation, and teacher evaluation. Each analysis provides information on where and how to order the instrument, publication date, developer, cost, grade level, time required, subject and respondent, variables measured, format, scoring and interpretation, reliability and validity data, and other reviews or evaluations of the instrument. The analyses emphasize usability and descriptive characteristics rather than technical aspects such as reliability and validity. A title index, publisher cross-reference, and grade-level cross-reference are included. (Author/AV)

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SOCIAL STUDIES
EVALUATION SOURCEBOOK

by

Douglas P. Superka
Alice Vigliani
Judith E. Hedstrom

SO 010 730

Douglas P. Superka, Alice Vigliani, and Judith E. Hedstrom are Staff Associates of the Social Science Education Consortium, Inc.

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Douglas P. Superka

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INTRODUCTION

Evaluation is one of the most neglected areas in social studies education. Teacher training institutions rarely stress evaluation skills. Most teachers do not want to spend much of their time on evaluation. Students aren't overjoyed with it either because to them it means tests and grades.

Recently, however, a number of other factors have led school districts to place more importance on the need for evaluation. The pressure for accountability is one such factor. Many districts must develop ways of determining the extent to which their school programs are successful. Even if strict accountability results are not required, an increasing number of school districts are finding it desirable to report educational progress to their communities. Program development within the schools has also accentuated the need for evaluation. Many districts have spent the last several years writing long lists of program objectives. They now need to discover ways to assess the attainment of those objectives. Teachers want to know whether the new curriculum materials, many of which stress cognitive and affective skills, are actually helping their students to develop these skills. Administrators are also concerned about evaluating teacher effectiveness and school climate.

One result of these developments is that evaluation is becoming more postive and important. Educators are beginning to realize that evaluation involves much more than merely testing and grading students.

A Definition of Evaluation

We agree with the many educators who consider evaluation the process of gathering and applying information to make decisions. That definition broadens the focus of social studies evaluation. Students are an important subject of evaluation but so are teachers, curriculum materials, programs, and classroom and school climate. Testing is one way of obtaining information about these areas. Other methods include content analysis, direct observation, interviews, and surveys.

Evaluation, then, can be conceived of as a four-step process:

1) Preparation
    - Specifying the decisions to be made (by whom, why, when, and how)
    - Determining the information needed to make those decisions
2) Data Collection
    - Locating instruments to obtain the information
    - Selecting, adapting, or constructing instruments
    - Applying the instruments to gather the information
3) Data Analysis
    - Analyzing the information
    - Recording the information
4) Decision Making
    - Making decisions based on the information
    - Summarizing and reporting results*

Purpose and Nature of the Sourcebook

The purpose of the *Sourcebook* is to help school district coordinators, teachers, and other school personnel with the second step in that process--locating and selecting instruments to evaluate various aspects of social studies education. The *Sourcebook* contains analyses of about 300 evaluation instruments related to social studies education organized into five content areas: Cognitive Knowledge, Cognitive Processes, Student Attitudes, Psychological and Social Characteristics, and Educational Environment. The major purpose of these analyses is to present concise, accurate, descriptive information on a wide variety of instruments. We hope these analyses will help coordinators, teachers, and other school professionals find the data-gathering instruments which best fit their particular needs and objectives. In that respect we intend this book to be used much as our *Social Studies Curriculum Materials Data Book* is used by districts--to survey the possible alternative resources and make initial selection decisions for further examination.

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*This is a modification of the evaluation model outlined by Terry D. TenBrink in *Evaluation: A Practical Guide for Teachers*. New York, NY: McGraw-Hill, 1974.

The Sourcebook Compared to Other Catalogues

There are a number of other useful catalogues of evaluation instruments available. Some of these are: *The CSE* (Center for the Study of Evaluation) *Test Evaluation Series*, Buros' *Mental Measurements Yearbooks*, *Measuring Human Behavior*, and three volumes published by the Institute for Social Research at the University of Michigan, *Measures of Political Attitudes*, *Measures of Social Psychological Attitudes*, and *Measures of Occupational Attitudes and Occupational Characteristics*. (An annotated bibliography of instrument catalogues is provided at the end of this *Sourcebook*.) Our *Sourcebook* is different from these and other instrument catalogues in several ways. First, the *Sourcebook* focuses on instruments related to social studies education, primarily for use in elementary and secondary schools. A separate social studies volume is now available from Buros but that includes only standardized social studies tests. Most evaluation instruments in the *Sourcebook*, in contrast to those in many other catalogues, are not standardized. Moreover, they are targeted for teacher rather than researcher use. In addition, the instruments in the *Sourcebook* reflect a wide range of data-gathering techniques.

Another difference is that our analyses of the instruments focus on usability and descriptive characteristics rather than on technical aspects such as reliability and validity. This should not be construed to mean that we do not value the more critical and technical evaluative reviews. If a particular instrument has been evaluated in another catalogue, we have cited this in our analysis summary and urge users to read those reviews. We merely decided to emphasize other aspects of evaluation instruments. In addition, this approach made it possible to include more instruments than would otherwise have been feasible.

Our view that it is important to look beyond technical considerations has been expressed well by Janet Hanley Whitla and Dean Whitla:

> It is unfortunate that such technical considerations as reliability and validity--often cited as indexes of effectiveness--tend to override educational considerations as the criteria for judging the merits of a test. While they are legitimate considerations, they are nevertheless part of a self-contained system of analysis. For example, the reliability of an item is generally determined by that item's correlation with the total test score. The assumption on which this internal system of validation rests is that the domain of

> knowledge to be tested is appropriately represented in the items. This is the assumption that ought to be challenged, given the nature of the social studies achievement tests we have inspected.
>
> The most important dimension of a test is the fundamental quality of each item. What do we mean by quality? At the most general level, we mean knowledge that is "worth knowing."*

A final difference between our *Sourcebook* and most other instrument catalogues is that we have included a section designed to help readers evaluate and select evaluation instruments for their particular needs and objectives. In this way we are not only presenting a range of alternative evaluation instruments, but some specific guidelines for deciding which ones to use. This section is presented at the end of the introduction.

Procedures and Criteria for Instrument Inclusion

This *Sourcebook* contains 291 analyses of evaluation instruments related to social studies education. The number of instrument analyses in each category is as follows:

Cognitive Knowledge - 117
Cognitive Processes - 26
Student Attitudes - 30
Psychological and Social Characteristics - 57
Educational Environment - 61

The process of gathering instruments for inclusion in this *Sourcebook* began with a systematic effort to obtain all available evaluation instruments related to social studies education. Although we decided to focus primarily on student evaluation, we were also interested in collecting instruments which measured other variables, such as teacher behavior, classroom climate, school climate, and curriculum programs. The initial collection process included searching through published social studies programs, reports from federal curriculum projects, catalogues of test publishers, and the documents in the ERIC system. In addition to these efforts we examined other compendia of instruments, such as *Tests in Print II* and the *CSE Test Evaluations*. The ETS Test Collection was also examined. We also

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*Janet Hanley Whitla and Dean K. Whitla. "Social Studies Texts," in *The Myth of Measurability*, edited by Paul L. Houts. New York, NY: Hart, 1977, pp. 270-71.

announced our project in the *SSEC Newsletter* and solicited instruments from readers. Informal contacts with other educators were a final source of instruments.

This procedure resulted in the collection of approximately 800 evaluation instruments. Time and financial considerations led us to decide that 300 instrument analyses were the maximum number possible for inclusion in the *Sourcebook*. A number of criteria were then applied to determine which instruments to include. First, we decided that the instrument had to be currently available from some source, author, developer, publisher, school district, or ERIC. A large number of instruments were excluded by this criterion. Second, we attempted to include a large number of cognitive tests and affective instruments. While many educators still consider the cognitive domain more important, more and more schools are also feeling the need to evaluate their affective objectives. Third, we also wanted instruments which reflected a variety of evaluation methods. Fourth, we wanted to include instruments appropriate for all grade levels. Fifth, we sought to provide instruments in various content areas, such as history, government, and career education. Finally, although we made no effort to apply rigorous standards of reliability and validity data, we did make judgments as social studies educators as to which instruments were most sound and useful. In areas with a plentitude of instruments, an attempt was made to select those of higher quality and greater usefulness. Thus, for example, we found many more self-concept measures for elementary students than for secondary students. In this case we included all the instruments appropriate for high school students and selected a sample of useful elementary-level measures which reflected a variety of different data-gathering techniques.

A final word about instruments not included in this *Sourcebook* is necessary. Some instruments were omitted from this book when we applied the criteria described above. Others have been excluded because copies of the instruments and/or complete ordering information were not available to SSEC at the time of publication. Lastly, we are certain that a number of good instruments are not analyzed in this book because we were not aware of their existence. Regardless of the rigor of one's search efforts this is inevitable. We urge readers who know about such instruments to inform SSEC so that they may be included in a possible second edition.

Classification Scheme

In order to facilitate the process of locating specific kinds of instruments the analyses have been organized into five main categories: Cognitive Knowledge, Cognitive Processes, Student Attitudes, Psychological and Social Characteristics, and Educational Environment. Each category is further divided into several sub-categories as shown below. Underlined words are also ERIC descriptors. Where necessary a brief explanation is provided of the types of instruments included in the sub-category.

- 1.0 COGNITIVE KNOWLEDGE [Achievement]
  - 1.1 Social Studies (tests that cover a number of different social science areas)
  - 1.2 History
    - 1.21 United States History
    - 1.22 World History
  - 1.3 Political Science/Government (also includes law-related instruments)
  - 1.4 Economics
  - 1.5 Geography
  - 1.6 World Cultures [Culture]
  - 1.7 Other Social Sciences
    - 1.71 Anthropology
    - 1.72 Psychology
    - 1.73 Sociology
  - 1.8 Special Topics
    - 1.81 Career Education
    - 1.82 Consumer Education
    - 1.83 Environmental Education
    - 1.84 Ethnic Studies
    - 1.85 Family Life Education
    - 1.86 Urban Studies
- 2.0 COGNITIVE PROCESSES
  - 2.1 Critical Thinking (tests which focus on cognitive processes other than recall of knowledge--inferring, generalizing, comparing, evaluating, and so on)
  - 2.2 Discussion/Debate

- 3.0 STUDENT ATTITUDES
  - 3.1 Economic Attitudes
  - 3.2 Political Attitudes
  - 3.3 Racial/Ethnic Attitudes
  - 3.4 School Attitudes
  - 3.5 Social Attitudes
    - 3.51 Attitudes toward specific Social Problems such as Careers, Environment, Peace, and Worldmindedness [Global Approach]
- 4.0 PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS
  - 4.1 Interpersonal Competence (social-interaction skills)
  - 4.2 Personality (instruments that measure a variety of psychological characteristics not encompassed by the other sub-categories)
  - 4.3 Self Concept (instruments that measure self-esteem, self-concept, and attitude toward self, and, in some cases, attitudes toward others)
  - 4.4 Values
    - 4.41 Moral Development (instruments that measure developmental stages related to values)
    - 4.42 Values Clarification (instruments appropriate for evaluating the outcomes of activities designed to help students become more aware of their values)
    - 4.43 Value Change (instruments that measure the extent of change in a particular set of values)
- 5.0 EDUCATIONAL ENVIRONMENT
  - 5.1 Classroom Communication
    - 5.11 Classroom Climate (rating scales on the atmosphere of class, teacher rapport, and student interest)
    - 5.12 Classroom Interaction (instruments that involve an observation analysis system to record interaction)
  - 5.2 Curriculum Evaluation
    - 5.21 Student Reactions to Curriculum
    - 5.22 Educator Analysis and Evaluation of Curriculum
  - 5.3 Teacher Evaluation
  - 5.4 School Climate
  - 5.5 Workshops and Conferences

The above categories were chosen as a convenient and useful framework for classifying the instruments. Logical and practical factors were considered in determining the categories. While we selected terms that accurately describe the instruments in the categories, we also tried to choose labels which teachers and other school personnel frequently use. Finally, in order to facilitate compatibility with the ERIC system, ERIC descriptors were used wherever appropriate.

The categories are distinctive but not totally separate. Many instruments overlap more than one category. For example, some critical thinking tests also make extensive use of political science knowledge. Most self-concept instruments include a number of items measuring student attitudes toward parents and peers. Each instrument was classified under its major category and its analysis appears in that section of this chapter. Cross-references are provided for the other categories to which the instruments relate.

Analysis System

We put forth considerable effort in developing an analysis system which would present useful and concise descriptive information on the evaluation instruments. After creating two versions of an elaborate content analysis form and one version of a very short card file form, we selected an analysis format somewhere between those two extremes. Before explaining each aspect of that format a sample analysis is provided below.

SAMPLE ANALYSIS

4.3 Self Concept

SELF-ESTEEM INVENTORY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: STUDENT ATTITUDES: Social Attitudes (attitudes toward others)

Source: Self Esteem Institute, 934 Dewing Avenue, Lafayette, California 94549. Developed by Stanley Coopersmith.

Date: 1975 (revised from 1967)

Grade Level: 1-6, also persons over 15 years of age.

Subject and Respondent: The scale was originally designed for children in grades 1-6 but has been used with older students and adults as well. The 1975 revision, developed as an adaptation of the original scale, was to be used specifically with persons over 15 years of age. When using the original version with children in lower grades, teachers may need to read the items aloud and record responses.

Variables: The scale measures evaluative attitudes toward the self in social, academic, family, and personal areas of experience. Specific characteristics measured are hesitation, popularity, need for support, reactions to criticism, self deprecation, reactions to new situations, reactions to failures, excitability, confidence and assurance, and overall self esteem. Some questions measure responses which are indicative of defense or lie reactions.

Form: There are three forms of the inventory. Form A is composed of 58 items which fall into five subscales: general self, social self--peers, home--parents, lie scale, school--academic. Form B contains 25 items and no subscales. Form C, an adaptation of Forms A and B, is designed for use with subjects age 15 and over. All forms require the respondent to respond to statements by checking "Like Me" or "Unlike Me." The following is a sample statement: "I am a hard worker."

Scoring and Interpretation: Scoring and interpretation instructions are provided.

Time: Form A, as a self-administered instrument, takes about 10 minutes. Forms B and C require less time.

Comments: Materials are included which discuss developmental background and provide detailed validity, reliability, and norm data. A bibliography of 68 studies employing the inventory is also provided. Additional validity information can be found in John Landis, "A Validity Study of the Self-Esteem Inventory," Chicago, IL: American Educational Research Association, April 1972, ERIC ED 062 392.

Reviewed or Evaluated in: CSE: TE p. I 9, 14; A 21, 58, 74. IMAB: p. 143. MSPA: p. 84.

Cost: $5.95 for sample set (includes this instrument and two others - *Behavior Rating Form* and *Self-Esteem Behaviors*).

EXPLANATION OF ANALYSIS FORMAT

TITLE: Instruments are alphabetized by title within categories.

Major Category: Category and subcategory in which instrument was classified as the primary focus.

Other Category: If instrument seems to have a secondary focus, that category and subcategory is provided.

Source: Publisher, developer, or place where the instrument can be obtained. If in the ERIC system, the ED number is provided. If available through ERIC, the address is:

ERIC Document Reproduction Service (EDRS)
P.O. Box 190
Arlington, Virginia 22210.

Date: Most recent copyright, revision, or publication date. If not published, date refers to the year when its development was completed.

Grade Level: Range of grade levels instrument is intended for. Includes college and adult if appropriate.

Subject and Respondent: Subject refers to the person or object being evaluated. Respondent is the person completing the instrument. In most cases, such as cognitive knowledge tests, both are the same, namely students. In some cases the teacher may be respondent and students the subjects.

Variables: The specific characteristics of the subject which instrument attempts to measure. Depending on the instrument this can be merely a list of subtopics or a set of clearly defined variables and subscales.

Form: The format, types of items, and method of evaluation employed. Sample items are provided wherever feasible and whenever permission is granted from the publisher and for developer.

Scoring and Interpretation: Whether or not materials, guidelines, or procedures are available for administering and scoring the instruments.

Time: Time required to complete the instrument (not including scoring and interpretation time). If not specified by the developer the analyst made a judgment about approximate time needed.

Comments: A catch-all category that can include background information on the development of the instrument, suggestions for other possible uses, a judgment as to the ease of scoring and interpretation, a statement concerning the existence of reliability, validity, and norm data, and comments on usability. This is not a commentary on the reliability and validity of the instrument. A list of research and evaluation studies which used the instrument are provided here along with the ED numbers if the document is in the ERIC system.

Reviewed or Evaluated in: Book and page number citation of critical and evaluative reviews in other catalogues. This is provided in code according to the following key:

IMAB - Beatty, Walcott H., ed. *Improving Educational Assessment & An Inventory of Measures of Affective Behavior.* Washington, DC: National Education Association, 1969.

TIP II - Buros, Oscar Krisen, ed. *Tests in Print II.* Highland Park, NJ: The Gryphon Press, 1974.

CSE: 1-6 - Hoepfner, Ralph, ed. *CSE Elementary School Test Evaluations.* Los Angeles, CA: UCLA Graduate School of Education, 1970.

CSE: 11-12 - Hoepfner, Ralph, William A. Conniff, Jr., Linda Hufano, Michael Bastone, Victor N. Ogilvie, Russell Hunter, and Betty L. Johnson, eds. *CSE Secondary School Test Evaluations: Grades 9 and 10.* Los Angeles, CA: UCLA Graduate School of Education, 1974a.

CSE: 9-10 - Heopfner, Ralph, William A. Conniff, Jr., Thomas C. McGuire, Leonard S. Lkibanoff, Gretchen F. Stangel, Howard B. Lee, and Stanley Rest, eds. *CSE Secondary School Test Evaluations: Grades 9 and 10.* Los Angeles, CA: UCLA Graduate School of Education, 1974b.

CSE: 7-8 - Hoepfner, Ralph, William A. Conniff, Jr., Joseph M. Petrosko, Jonette Watkins, Oded Erlich, Robert S. Todaro, and Michael F. Hoyt, eds. *CSE Secondary School Test Evaluations: Grades 7 and 8.* Los Angeles, CA: UCLA Graduate School of Education, 1974c,

CSE: TE - Hoepfner, Ralph, Judith Menemway, Joyce DeMuth, Mary L. Tenopyr, Arthur C. Granville, Joseph M. Petrosko, Jack Krakower, Ruth Silberstein, and Marc-Andre Nadeau, eds. *CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills.* Los Angeles, CA: UCLA Graduate School of Education, 1972.

CSE: K - Heopfner, Ralph, Carolyn Stern, and Susan G. Nummendal, eds. *CSE-ECRC Preschool/Kindergarten Test Evaluations.* Los Angeles, CA: UCLA Graduate School of Education, 1971.

MHB - Lake, Dale G., Matthew B. Miles, and Ralph B. Earle, Jr. *Measuring Human Behavior.* New York, NY: Teachers College Press, 1973.

MSPA - Robinson, John P., and Phillip R. Shaver. *Measures of Social Psychological Attitudes.* Ann Arbor, MI: The University of Michigan, 1973.

Cost: Most recently available cost information. Since these prices are subject to change at any time, readers should use this merely as a general estimate of current cost.

In most cases, each analysis summary reflects one evaluation instrument. In some cases, however, several instruments were very similar and differed only slightly (perhaps in grade level or specific content focus). In those cases, one analysis summary was completed for all the instruments.

How to Use the Sourcebook

The analysis summaries are organized, according to topics, into five categories. Generally, the topic category (e.g., COGNITIVE KNOWLEDGE: History (U.S. History) or STUDENT ATTITUDES: Social Attitudes) will be your first entry point into the catalogue. If you are interested in a particular variable, turn to the outline of the classification scheme provided in this chapter. Determine which categories might best relate to that variable. Then turn to the analyses. An outline of the instruments analyzed in the various subcategories is provided at the beginning of each major category. This is included as a quick overview of that section of the catalogue. Also included in that outline is a cross-reference list of instruments analyzed elsewhere in the book which have a secondary emphasis ("Other Category") on that topic or area. The "Self-Esteem Inventory" analyzed above, for example, is also listed in the Social Attitudes section because it measures attitudes toward others as well as toward self. If you know only the title of an instrument you may locate the analysis by using the Title Index. If you are interested in a particular publisher or source of instruments you may turn to the Publisher/Source Cross-Reference. A Grade

Level Cross-Reference is also provided. If, however, you are interested in a particular type of instrument (e.g., critical thinking skills or political attitudes) for a particular grade level, your most effective method would be to turn to the analyses in those categories and scan them for your grade level. If your reading of the analyses leads you to a list of instruments that you are interested in using, we suggest that you contact the source or publisher for an examination set and related information on the instruments. Your final decision to use or not use any instrument should be made after careful examination of that information.

In order to help you locate instruments not analyzed in this book we have provided an annotated bibliography of other catalogues of evaluation instruments.

Factors to Consider in Selecting Instruments

The following questions are provided to help focus your examination and decision-making process. Each question reflects a factor or factors that might be useful for you to consider in making a final decision concerning which instruments to use. The questions are listed below and then each one is briefly explained and illustrated.

--Does the instrument provide the kind of information which it purports to?

--Does the instrument provide the kind of information that you need?

--Is the information-gathering technique embodied in the instrument appropriate for your needs?

--Is the format of the instrument suitable for your needs?

--Does the instrument provide consistent, dependable information?

--Is there any research evidence indicating that the instrument provides valid information?

--Is the instrument easy to administer, score, and interpret?

--Is the time and cost involved in using the instrument reasonable for your needs?

Does the instrument provide the kind of information which it purports to? This question really involves making a judgment of the face or content validity of the instrument. Answering the question involves careful examination of the items and comparing the information provided with the purpose of the instrument. Several examples may help to clarify this factor. Cognitive achievement tests sometimes fail to measure what they purport to. One common failure occurs when the test attempts to measure students' understanding of basic social science concepts and yet primarily contains low-level factual recall questions. Another example frequently found in achievement tests is the attempt to test for knowledge by using graphs and charts. Instead of testing what students know about the subject, the items are really testing reading and interpretation skills.

Items in attitude surveys frequently fail to have face validity when they are not stated clearly and precisely. For example, suppose a Likert scale attempting to measure political tolerance included an item such as, "People should not be allowed to march on public streets." This item may not get at political tolerance because marching on public streets may include Fourth of July parades. Some instrument developers have used an expert panel to judge face validity of their instrument. If these data are available you should obtain them. Generally, however, expect that you will have to answer this question on your own.

Other specific questions which may arise in determining content validity are: Does the instrument adequately sample the total possible universe of the content area it purports to measure? Is the content of the instrument up to date with recent developments and knowledge in the area? Does the instrument, in content or methodology, contain any test bias against any groups based on sex, race, religion, geographic area, socioeconomic class, or physical handicap?

Does the instrument provide the kind of information that you need? In addition to determining precisely the kind of information provided by an evaluation instrument, you need to ascertain whether that is the information you need. Again you need to carefully examine the items comprising the instrument. In addition, however, you need to be clear and specific about the objectives of your evaluation process and the kind of data you need. Suppose, for example, you need information about how well your students learned the basic concepts of geography. Suppose also that you are examining a test comprised mostly of factual items such as, "What is the highest mountain peak in North America?" You need to judge whether or not those items indeed embody the basic concepts of geography. Another question to ask at the item level is whether or not the items reflect significant content or trivial matters. If in the above example you wanted to determine the level of factual knowledge in U.S. geography of your students, you would need to judge whether or not "the highest peak in North America" is a fact worth knowing.

For school districts with lists of specific instructional objectives, answering this question may involve having social studies teachers match the items on the instrument with those objectives. Clearly, however, no single instrument will satisfy all district objectives.

Is the information-gathering technique embodied in the instrument appropriate and feasible for your needs? Even if the information provided by an instrument is the kind you need, you have to judge whether or not the method of gathering that information is appropriate and feasible for you. For example, you may have found an observation analysis instrument that accurately measures students' social interaction skills. If, however, it requires a trained observer in the classroom and you do not have access to one, that technique is not feasible for you. There are a number of factors to consider in relation to this question. The chart on the following page developed by Terry TenBrink outlines several of these factors in relation to four different data-gathering techniques.

Is the format of the instrument suitable for your needs? This question, like the previous one, relates to the procedures embodied in the instrument, but on a more specific and concrete level. Are the items presented simply, clearly, in terms the respondents can understand? Do the items reflect a variety of stimulus/response modes--using symbols, pictures, images, and actions as well as words? Are the response modes appropriate for the age levels and learning styles of the respondents? Does the organization and spacing on the forms make it easy for the respondent to complete them? Some of these matters can be solved by modifying or retyping the instrument, but others, such as the stimulus modes, cannot, without drastically altering the instrument.

Does the instrument provide consistent, dependable information? This question really asks how reliable the instrument is. Another way of asking whether or not an instrument is reliable is to ask whether it measures what it purports to measure consistently and accurately. You cannot usually judge how reliable an instrument is merely by examining it. To

A SUMMARY OF THE MAJOR CHARACTERISTICS OF EACH OF THE FOUR INFORMATION-GATHERING TECHNIQUES

	INQUIRY	OBSERVATION	ANALYSIS	TESTING
Types of Instruments	Questionnaire Interview Sociometric device Projective Instruments	Anecdotal records Checklist Rating Scale Interaction	Homework Assignments Projects Reports and Essays Behavioral Performance	Teacher Made Tests Objective Tests Essay Tests Standardized Tests
Kinds of Information Obtainable	Opinions Self-perceptions Subjective judgments Affective (especially attitudes) Social perceptions	Performance or the end products of some performance Affective (especially emotional reactions) Social interaction psychomotor skills Typical behavior	Learning outcomes during the learning process (intermediate goals) Cognitive and psychomotor skills Some affective outcomes	Attitude and achievement Terminal goals Cognitive outcomes Maximum performance
Objectivity	Least objective Highly subject to bias and error	Subjective but can be objective if care is taken in the construction and use of the instruments	Objective but not stable over time	Most objective and reliable
Cost	Inexpensive but can be time consuming	Inexpensive but very time consuming	Fairly inexpensive Preparation time is somewhat lengthy but crucial	Most expensive but most information gained per unit of time

From: Terry D. TenBrink. *Evaluation: A Practical Guide for Teachers*. New York, NY: McGraw-Hill, 1975, pp. 136-149. Used with permission of McGraw-Hill Book Company.

answer this question you may need to obtain some statistical information from the developer, if any is available. This information will be in the form of reliability coefficients. One kind of a reliability coefficient indicates how similar results of a second use are with those of a first use. This is called test-retest reliability. Another kind is internal consistency reliability which indicates how closely the items within an instrument or scale are statistically related to one another. The question here is whether they measure the same things. Reliability coefficients theoretically can range from -1.0 to +1.0. There is no absolute rule as to what a satisfactory reliability score is. It should, however, be a positive number. Also, when the instrument is used for individual assessment, the reliability needs to be higher than when it is used for group assessment. Readers interested in a more thorough and technical explanation of reliability should consult a statistical methods text.

A number of factors affect the reliability of the results of an instrument. Some are not related to the instrument itself. These include (1) the respondents' physical and emotional condition, (2) the classroom environment, and (3) the supervision during administration. Others are related to the instrument. These include (1) the clarity, completeness, and consistency of the directions; (2) the degree of objectivity; and (3) the number of items in the instrument. An attitude scale designed to measure student self concept as a learner will be more reliable if it consists of ten items than if it consists of only three items.

Is there any research evidence indicating that the instrument provides valid information? This question concerns the empirical validity of the instrument. Is there any empirical evidence that the instrument measures what it purports to measure? Unlike the first question in this section, you cannot merely examine the instrument to determine this answer. Like questions of reliability, this question involves obtaining and examining available statistical results. This kind of validity information usually involves correlations between the results of one instrument and those of another which is accepted as a valid source of similar information. One example would be the correlation between a teacher's ratings of an individual student's self concept as a learner and the student's score on a reliable, valid self-report scale. The higher the correlation the greater the validity. Once again, there is no absolute criterion for acceptable validity coefficeints. Generally, however, those correlations are lower than reliability coefficients.

Is the instrument easy to administer, score, and interpret? This question really asks whether there are clear and simple procedures for administering the instrument and for scoring and interpreting the results, or whether an expert is needed. If time or money is no object then it does not matter if an expert is required. If, however, teachers or school officials must administer, score, and interpret by themselves, this is an important factor to consider. Often, an instrument will have a few directions for administration, but no guidelines for scoring or interpretation. If you can supply the latter yourself, the instrument may still be useful.

Is the time and cost involved in using the instrument reasonable for your needs? More than any of the others, the answer to this question must be based on your own situation. There are few objective guidelines to follow. The various time frames to consider when selecting an instrument include the time required to complete the instrument, and the time required to score, interpret, and summarize the results. Cost involves both initial purchasing of the instrument, possible cost of administering it (especially if an observer is needed), and the cost of scoring and interpretation. Some instrument developers offer the range of these services and charge accordingly. Others will not sell their instrument without the complete interpretation and results package. In more cases, however, users have to make their own arrangements for scoring and interpretation.

Some of these questions may be answered partially or fully by reading the analyses provided in this *Sourcebook*. Others will require that you order and examine the instrument itself.

INSTRUMENT ANALYSES

1.0 COGNITIVE KNOWLEDGE [Achievement]

1.1 Social Studies

(Major Category):

Comprehensive Tests of Basic Skills, Expanded Edition. . . . 25
Iowa Tests of Educational Development--SRA Assessment Survey (Social Studies). 26
Metropolitan Achievement Tests, Test 9: Social Studies (Intermediate and Advanced Batteries). 28
Minnesota High School Achievement Examinations 29
National Achievement Tests: Social Studies Test (4-6). . . . 31
National Achievement Tests: Social Studies Test (7-9). . . . 31
Scholastic Tests: Educational Development Series (Social Studies) 32
Sequential Tests of Educational Progress (STEP II) - Social Studies 34
The Social Sciences: Concepts and Values, Second Edition (Teaching Tests) 35
The Social Studies and Our Country (Tests) 36
The Social Studies and Our World (Tests) 37
SRA Assessment Survey - Achievement Series 38
Stanford Achievement Test (Social Science) 39
Stanford Early School Achievement Test - Levels I and II . . 40
Tests of Academic Progress 42
Tests of Basic Experiences (Social Studies). 43
Using the Social Studies (Tests) 44
Zimmerman-Sanders Social Studies Test. 45

(Other Category):

2.1 A Test for Inquiry Social Studies 181

1.2 History

(Major Category):

How History is Written 46

1.21 United States History

(Major Category):

American History - Jr. High/Objective Tests. 47
American History Open Recall Test. 48
American History - Sr. High/Objective Tests. 49
Cooperative Social Studies Tests: American History (Junior High School) 50

Cooperative Social Studies Tests: American History (Senior High School) 51
Cooperative Topical Tests in American History. 53
Crary American History Test, Revised Edition 54
Emporia American History Test. 56
Foundations of Freedom: U.S. History to 1877 and Challenge and Change: U.S. History, The Second Century (Chapter and Unit Tests) 57
Harvard Public Issues Series (Unit Tests). 58
A History of the United States (Progress Test) 59
Hollingsworth-Sanders Intermediate History Test. . . . 60
Meares-Sanders Junior High School History Test 61
National Achievement Tests: American History Test. . . 62
National Achievement Tests: History and Civics Test. . 63
Quest for Freedom. 64
This is America's Story, Fourth Edition (Practice Exercises and Review Tests). 65
United States History for High Schools (Unit Tests and Final Test). 66

(Other Category):

1.3 National Acheivement Tests: American History - Government Problems of Democracy. 87
1.1 The Social Studies and Our Country (Tests). . . . 36

1.22 World History

(Major Category):

Cooperative Social Studies Tests: Modern European History. 67
Cooperative Social Studies Tests: World History. . . . 69
Man's Unfinished Journey (Progress Tests). 70
National Achievement Tests: World History Test 71
Sanders-Buller World History Test. 72
World History/Objective Tests. 73

(Other Category):

1.21 Harvard Public Issues Series (Unit Tests). . . . 58
1.6 The Human Expression: A History of Peoples and Their Cultures (Tests) 123
1.21 National Achievement Tests: History and Civics Test. 63
1.1 The Social Studies and Our World (Tests) 37

1.3 Political Science/Government

(Major Category):

American Political Behavior Achievement Test: Political Knowledge Test 75

American Political Behavior (Unit Tests) 76
Assessment of Law-Related Competencies 77
Cooperative Social Studies Tests: American Government. . . . 79
Cooperative Social Studies Tests: Civics 80
Cooperative Social Studies Tests: Problems of Democracy. . . 82
Government in Our Republic: Answer Key for Tests 83
Government/Objective Tests 85
Government, The American System (Tests). 86
National Achievement Tests: American History--Government Problems of Democracy. 87
Problems of Democracy (Chapter and Final Tests). 88
The Process of American Government: Objectives, Teaching Techniques, and Evaluation Procedures (Performance Evaluation Activities) 89
Public Controversy Analysis Test IA: Legal, Political, and Economic Concepts in American Government 90
Public Controversy Analysis Test IB: General Values and Political and Economic Concepts. 91
Sare-Sanders American Government Test. 93
Sare-Sanders Constitution Test 94

(Other Category):

2.1 American Political Behavior Achievement Test: Political Science Skills Test. 159
1.21 Harvard Public Issues Series (Unit Tests). 58
1.71 Political Anthropology Pre- and Post-Test. 131
1.21 Quest for Freedom. 64

1.4 Economics

(Major Category):

The American Economy, Analysis, Issues, Principles (Progress Tests) 95
Consumer Economic Problems (Achievement Tests) 96
Course in Economics: Multiple-Choice Tests, Units 1-14 . . . 97
Economics: An Analytical Approach, New Edition (Tests in Economics). 98
Economics in Society (EIS) - Unit Tests. 99
Economics/Objective Tests. 100
Economics Pre-Test 101
Economics Test 102
Economics: Principles and Applications (Economics Achievement Tests) 103
Final Report ECON 12 (Lesson Examinations and Final Examination) 104
Manpower and Economic Education: Test of Understanding . . . 105
Modern Economics Test. 106
Primary Test of Economic Understanding 107
Test of Economic Understanding 109
Test of Understanding in Personal Economics. 109
Unit Tests (Economics) 111

(Other Category):

2.1 Interpretation of Reading Materials in Economics . . . 174
1.3 Public Controversy Analysis Test IA: Legal, Political, and Economic Concepts in American Government 90
1.3 Public Controversy Analysis Text IB: General Values and Political and Economic Concepts 91

1.5 Geography

(Major Category):

Communities and Social Needs (Tests) 111
Geography Achievement Test (Pre- and Post-test). 112
Hollingsworth-Sanders Geography Test 113
National Achievement Tests: Geography Test 114
A Nonverbal Geography Pretest. 115
Regions and Social Needs (Tests) 117
A Test for Concept Learning and Identification of Cognitive Process. 117
World Geography. 119

(Other Category):

2.1 Map and Globe Skills Diagnostic Test 175
2.1 A Map Understanding Exercise 176

1.6 World Cultures [Culture]

(Major Category):

Africa South of the Sahara and World Regions Perceptions Survey 120
The Afro-Asian World--A Cultural Understanding (Tests) . . 120
Families and Social Needs (Tests). 121
The Human Expression: A History of Peoples and Their Cultures (Tests) 123
Regional Studies Series--China/Japan/Korea: History/Culture/People (Questions and Activities). 124

(Other Category):

1.71 Anthropology Achievement Tests: Cultural Change in Mexico and the United States. 126
1.5 Communities and Social Needs (Tests) 111

1.7 Other Social Sciences

1.71 Anthropology

(Major Category):

Anthropology Achievement Tests. 125
Anthropology Achievement Tests: Cultural Change in Mexico and the United States. 126
Archaeological Methods Test 127
Cognitive Research Measures 128
How History is Written: Archaeology Large Group Test. . .129
Life Cycle, Test Form 7 130
Political Anthropology Pre- and Post-Test 131
A Sequential Curriculum in Anthropology: Tests. 132

(Other Category):

1.84 Pool of the Original Cognitive Test Items 152

1.72 Psychology

(Major Category):

Cass-Sanders Psychology Test. 134
Psychology, Fifth Edition (Objective Tests) 135
Psychology For Living (Tests) 136
Psychology (Test Items and Supplementary Test Items) . 137

1.73 Sociology

(Major Category):

Modern Sociology (Tests). 138
Sare-Sanders Sociology Test 139
Sociology (Test Item File). 140

(Other Category):

1.71 Cognitive Research Measures 128

1.8 Special Topics

1.81 Career Education

(Major Category):

Career Awareness Inventory. 141
Kuder Preference Record - Vocational Form CP. 143
New Mexico Career Education Test Series 144

1.82 Consumer Education

(Major Category):

Content Questionnaire: What Do You Know?. 145
Test of Consumer Competencies 146

(Other Category):

1.4 Consumer Economic Problems (Achievement Tests) . . 96

1.83 Environmental Education

(Major Category):

Environment and Change: A Social Studies Unit (Objective Tests) .147

1.84 Ethnic Studies

(Major Category):

Ethnic Studies: Comprehensive Examination 148
Ethnicity in America: A Unit in a Senior High School American History Course (Pre-Unit Cognitive Test) . . 149
Ethnicity in America: A Unit in a Senior High School American History Course (Test for Chapters Two and Three). 150
Integrated History Test 151
Pool of the Original Cognitive Test Items 152
Study of Minorities Test. 153

(Other Category):

1.71 Cognitive Research Measures 128

1.85 Family Life Education

(Major Category):

The Family: An Introduction (Examination Questions) . . 154
Sexual Health Knowledge Inventory 155

COMPREHENSIVE TESTS OF BASIC SKILLS, EXPANDED EDITION

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

Date: 1973

Grade Level: 1-12

Subject and Respondent: Elementary through senior high students

Variables: General social studies knowledge and skills are measured including physical, social, and political/economic environments and history. Skills involved include recognition, translation, interpretation, application, and analysis.

Form: Five separate tests on social studies are provided. These cover grades 1.6-2.9 (Level C), 2.5-4.9 (Level 1), 4.5-6.9 (Level 2), 6.5-8.9 (Level 3), and 8.5-12.9 (Level 4). Test levels overlap grade levels so that teachers may select the level most appropriate to students' level of achievement. Each test level includes a series of tests, all in one booklet, covering content areas such as reading, mathematics, and science as well as social studies. The social studies section in all levels contains 30-40 multiple-choice questions. Higher-level tests base questions on reading passages. Examples follow below:

(Level 1) Which of the following is an example of a crop?
(1) barns (2) pigs (3) corn (4) soil

(Level 4) To determine the gross national product of a nation for a given year, economists measure the market value of that nation's
(1) natural resources (3) industrial plants in operation
(2) public and private lands (4) total goods and services produced.*

Scoring and Interpretation: Machine- and hand-scoring options are provided. Several administrative and interpretive manuals are provided. Each test level has an Examiner's Manual; there are also a Technical Bulletin and a Test Coordinator's Handbook. Validity, reliability, and norms are discussed. Machine-scoring service reporting forms include individual test record, right response record, right response summary, class record sheet, combination class record sheet, student profile sheet, and frequency distribution summary.

Time: Students are allowed 45 minutes to complete the tests

Comments: These tests are designed to provide measures of general social studies achievement, regardless of the program in which it is taught. The extensive score reporting and interpretation service is attractive. References include:

Collison, Brooke B. "Keeping Current." *The School Counselor.* January 1971, pp. 220-221 (Test review).

De Avila, Edward A., and B. Havassy. "The Testing of Minority Children - A Neo-Piagetian Approach." *Today Education,* 63:4. pp. 72-75, Nov/Dec 1974.

Lord, Frederic M. "Quick Estimates of the Relative Efficiency of Two Tests as a Function of Ability Level." *Journal of Educational Measurement,* 12:4, pp. 247-254, Winter 1974.

Reviewed or Evaluated in: CSE: 1-6 p. 73, 102; 7-8 p. 143; 9-10 p. 174; 11-12 p. 172. TIP II: #707, #68, #1542, #1752.

Cost: The social studies tests are included in testbooks with the other subject areas tests. The following prices are for a package of 35 testbooks (Forms S or T) and an Examiner's Manual with scoring key:

Level C - $24.50 (machine scorable); $14.70 (hand scorable).

Level 1 - $24.50 (machine scorable); $15.05 (hand scorable).

Level 2 - $19.95 (machine scorable).

Level 3 - $19.95 (machine scorable).

Level 4 - $19.95 (machine scorable).

Multilevel examination kits are available including a testbook for each level, Examiner's Manual, Test Coordinator's Handbook, Technical Bulletin, three answer sheets, and a class record sheet: Form S - $12.00; Fort T - $10.00.

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*From Comprehensive Tests of Basic Skills. Reprinted with permission of the publisher, CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940. Copyright © 1973 by McGraw-Hill, Inc. All Rights Reserved. Printed in the U.S.A.

IOWA TESTS OF EDUCATIONAL DEVELOPMENT--SRA ASSESSMENT SURVEY (SOCIAL STUDIES)

Major Category: COGNITIVE KNOWLEDGE [Achievement] : Social Studies

Source: Science Research Associates, Inc., 259 East Erie St., Chicago, Illinois 60611.

Date: 1970 - forms for grades 9-12; 1971 - forms for grades 4-9

Grade Level: 4-12

Subject and Respondent: Students in grades 4-12

Variables: The test measures knowledge and appropriate application of concepts in geography, economics, sociology, anthropology, political science, and history. Ability to use written and illustrated materials is also assessed.

Form: For grades 4-9, a three-level instrument is available, each level being of varying difficulty. For grades 9-12, two forms of varying difficulty are provided. The tests for grades 4-9 contain 40 multiple-choice items; the tests for grades 9-12 contain 30 multiple-choice items. Examples follow below.

(4-9) To send and receive information is called
(a) transportation (c) violation
(b) communication (d) recreation

(9-12) Why is our type of economic system sometimes called capitalism?
(a) Capital is used to purchase the means of production.
(b) Capitalists receive most of the income.
(c) Private ownership of capital is one of its characteristics.
(d) Much of our capital is owned by the government.*

Scoring and Interpretation: Extensive scoring and interpretation procedures are described in the Test Coordinator's Handbooks (1971, 1972) and Handbooks for Teachers and Examiners (1971, 1972) for each grade-level series. Tests can be scored by hand or machine. Score reports include separate forms for teachers, administrators, students, and parents. System-wide reports are available, also.

Time: For each level, the social studies tests take 30 minutes

Comments: The social studies instrument is part of a multicontent assessment. Each level contains tests for reading, language arts, math, science, and use of sources as well as social studies. The supplementary materials for examiners and test administrators are extensive and have been kept up to date as revisions have been made.

Reviewed or Evaluated in: CSE: 9-10 p. 174, 11-12 p. 172. TIP #30, 1944.

Cost:	Forms X4 and Y4, Grades 4-9 (packages of 25)	$ 6.25 each (5 tests)
	Answer Sheets (100)	13.80
	Stencil sets	8.65 each
	Interpretive packet	2.85 each

Forms X5 and Y5, Grades 9-12 (packages of 25)	$26.10 each (including answer sheets and Examiner's Handbooks)
Quantity (20-199 packages)	23.10 each
(200+ packages)	22.19 each
IBM Scoring	23.65 each package
Quantity (5-49 packages)	21.29 each
(50+ packages)	20.10 each
Digitek Scoring	$15.00 each package
Quantity (5-49 packages)	13.50 each
(50+ packages)	12.75 each
Sequentially precoded on both sides	$32.75 each package
Quantity (5-49 packages)	29.48 each
(50+ packages)	27.84 each

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METROPOLITAN ACHIEVEMENT TESTS, TEST 9: SOCIAL STUDIES (INTERMEDIATE AND ADVANCED BATTERIES)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: The Psychological Corporation, Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

Date: 1970

Grade Level: 5.0-6.9 (intermediate); 7.0-9.5 (advanced)

Subject and Respondent: Students in grades 5-10

Variables: The intermediate social studies test includes items on climate, industrial resources, agriculture and fishing, land formations, commerce, communication, government, inventions, history, and map and graph skills. The advanced social studies test includes items on government; communication; commerce; inventions; authors and journalists; educational, social, and religious reformers; scientists; leaders in entertainment, sports, and theater; agriculture; history; and map and graph skills.

Form: Both tests contain multiple-choice questions. The intermediate level test has 93 and the advanced level test has 94. The tests are found in booklets containing achievement tests on a variety of subjects including science, math, reading, and language. Examples of social studies test items follow below.

(Intermediate) Of the following, the most important resource of Indians was
(a) rich prairie soil (c) oil (e) don't know
(b) virgin forest (d) buffalo

(Advanced) The strongest point in favor of mass production methods is that they
(a) product more goods at low cost (d) keep workers satisfied
(b) are easy to direct and plan (e) don't know*
(c) use fewer raw materials

Scoring and Interpretation: Answer sheets can be scored by hand or machine. A variety of score reporting formats are available: pupil score reports, distributions and cumulative percent reports, item reports, class analysis charts, and a dual stanine report.**

Time: Each test takes 45 minutes

Comments: The tests measure student knowledge of social studies areas deemed standard across all social studies programs at the grade levels specified. The grade levels are identified with decimals so teachers can use the test level most appropriate to their class' level of achievement. The variety of score reporting services is attractive. Complete directions for administering the tests are provided.

Reviewed or Evaluated in: CSE: 1-6 p. 72, 73, 101, 102; 7-8 p. 143; 9-10 p. 175. TIP #22, 7:15, 6:790, 6:970.

Cost: Intermediate Battery, Complete (package of 35) $18.75; Stencil key - $3.25 each; specimen set - $2.75.
Advanced Battery, Complete (package of 35) $18.95; Stencil Key - $2.95 each; Answer sheets - $7.50 - $18.50 (depending on type); Keys - $1.60 - $6.00 (depending on type); specimen set - $2.75.

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*Reproduced from *Metropolitan Achievement Tests, Test 9: Social Studies (Intermediate and Advanced Batteries)*. Copyright © 1970 by Harcourt Brace Jovanovich, Inc. Reproduced by special permission of the publisher.

**Teachers' handbooks (1971) elaborate on "Getting the Most From Test Results," with comments on how to apply general principles of score interpretation and selecting appropriate instructional materials.

MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: Educational Test Bureau, A Divison of American Guidance Service, Publisher's Building, Circle Pines, Minnesota 55014. Edited by V.L. Lohmann.

Date: 1968 (forms for grade 7); 1972 (forms for grades 8, 10); 1974 (forms for grades 9, 11, 12)

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12

Variables: Social studies course content by grade level is measured. The 7th-grade instrument focuses on American history from the discovery of America through U.S. involvement in World War II, and the role of the U.N. The 8th-grade form focuses on foreign cultures, including those of Canada, South America, Africa, and the Middle East. The 9th-grade form focuses on governmental structure (local through national) and structure of school systems. The 10th-grade form focuses on American history from the colonial period through the mid-20th century, as well as on famous people and literature. The 11th-grade form focuses on foreign countries such as European and Latin American ones, world religious, and world problems. The 12th-grade form focuses on citizenship, personal and social competence, the family, and living in an industrial society.

Form: There are six forms, one for each grade level (7-12). All items are multiple-choice. Each form contains between 88 and 128 items.

Scoring and Interpretation: Scoring keys and directions for scoring are provided for each form. A table of percentile norms is also given.

Time: Each test probably would take an hour.

Comments: The tests are designed to measure specific course content for each grade level. Teachers covering similar content may find the items useful regardless of grade level, because the item types are the same for each grade level.

Reviewed or Evaluated in: CSE: 7-8 p. 138, 140, 141; 9-10 p. 168, 169, 170, 173, 174, 175; 11-12 p. 167, 168, 171, 172. TIP #1949, 2000, 2015, 1999.

Cost: Tests (including column scoring keys and class records) - $.16 per copy; specimen set including any one test and the manual - $1.20.

NATIONAL ACHIEVEMENT TESTS: SOCIAL STUDIES TEST (4-6)

Major Category: Cognitive Knowledge [Achievement]: Social Studies

Other Category: Student Attitudes: Social Attitudes

Source: Acorn Publishing Company, Rockeville Centre, New York, Developed by Robert K. Speer and Samuel Smith. Order from Psychometric Affiliates, P.O. Box 3167, Munster, Indiana 46321.

Date: 1955

Grade Level: 4-6

Subject and Respondent: Students in grades 4-6

Variables: Student knowledge of a variety of social studies facts, events, and people and terms. The test is divided into five topics: Human Relations (e.g., money, play, rights, inventions), Life Situations (geographic directions, lying, citizenship), Social Problems (taxes, roads, freedom, monopoly, prejudice), Products and People, and the Meaning of Events. The first two parts contain a number of attitudinal questions related to issues such as respecting one's parents, despising law breakers, and being truthful.

Form: The test comes in two forms (A and B). Each form contains 70 multiple-choice items divided into parts according to the topics listed above.

Scoring and Interpretation: A class record sheet is provided which also includes directions for administering and scoring and norms. Reliability and validity are not discussed.

Time: 35 minutes

Comments: This test contains a number of value or attitude questions which are treated as cognitive items in that correct answers are assumed.

Reviewed or Evaluated in: CSE: 1-6 p. 72, 101. TIP #1950.

Cost: Specimen set - $2.00; Tests - 25/$4.50, 100/$17.00.

NATIONAL ACHIEVEMENT TESTS: SOCIAL STUDIES TEST (7-9)

Major Category: Cognitive Knowledge [Achievement]: Social Studies

Source: Acorn Publishing Company, Rockeville Centre, New York, Developed by Robert K. Speer and Samuel Smith. Order from Psychometric Affiliates, P.O. Box 3167, Munster, Indiana 46321.

Date: 1957

Grade Level: 7-9

Subject and Respondent: Junior high school students

Variables: Student knowledge of a variety of social studies facts, terms, events, and people. The test covers five topics: Human Relations (working, transportation, government functions), Life Situations (citizenship, newspapers, industry, advertising), Social Interpretations (court decisions, wars, individual rights), Values of Products, Social Ideas (tariff, conservation, democracy, surtax), and Miscellaneous Facts. Some Social Interpretation questions include the skill of comparing/contrasting and concluding. A few items in Life Situations are attitudinal.

Form: The test comes in two forms (A and B). Each form contains 70 items divided into six parts according to the topics listed above. Five parts consist entirely of multiple-choice items. The Social Ideas part is a 15-item matching exercise.

Scoring and Interpretation: A class record sheet is provided which also includes directions for administering and scoring and norms. Reliability and validity are not discussed.

Time: 35 minutes

Comments: The test was first developed in 1939 and there is no evidence that it was revised or updated for the 1957 copyright. For example, the first World War is still referred to as the War of 1914. The Life Situations section is somewhat value-laden despite being treated as the other cognitive sections are.

Reviewed or Evaluated in: CSE: 7-8 p. 138; 9-10 p. 169, 173. TIP #1950.

Cost: Specimen set - $2.00; Tests - 25/$5.00, 100/$19.00.

SCHOLASTIC TESTS: EDUCATIONAL DEVELOPMENT SERIES (SOCIAL STUDIES)

Major Category: Cognitive Knowledge [Achievement]: Social Studies

Source: Scholastic Testing Service, Inc., 480 Meyer Rd., Bensenville, Illinois 60106.

Date: 1972 (Elementary level, Form B); (Advanced level, Form C); 1973 (Senior level, Form C); 1976 (Elementary, Advanced, Senior--Forms R and Senior-S); 1977 (Elementary-S, Advanced-S, Senior-T).

Grade Level: 4-12

Subject and Respondent: Students in grades 4-12

Variables: Social studies content and skills are measured for grade level. Topics covered include economics, geography, U.S. history, government, current problems, career information, and social relationships. They are presented under headings "The U.S.A. in the World" and "Solving Everyday Problems" (forms B and C), and "Social Studies" and "Problems in Career Planning" (forms R, S, T).

Form: Three separate tests, which measure achievement and skills in numerous content areas, contain social studies sections. The tests are for elementary, senior, and advanced levels. Each level's social studies test contains two sections with a total of 120-135 items. All items are multiple-choice. Examples follow below. (Forms R, S, and T have 50 items in each section.)

> The subject of history has special value in that it helps us directly to
> (a) prepare for a vocation
> (b) decide how to vote in an election
> (c) understand how events at different times are related
> (d) know everything that ever happened
> (e) understand relationships between people and the environment.
>
> If you are wondering what to do when you finish high school, it would be *best* to talk to
> (a) someone you consider to be a success
> (b) your friends
> (c) your favorite teacher
> (d) someone who has finished high school
> (e) your counselor.*

Scoring and Interpretation: Machine scoring is available through the publisher. Interpretive material is provided when score reports are sent out.

Time: Each test level should be allowed 60-75 minutes.

Comments: The social studies sections of the tests measure general knowledge and skills acquired progressively throughout elementary and secondary school. Elaborate directions for administering are provided, as well as a pamphlet explaining scores and interpretations.

Reviewed or Evaluated in: TIP #33.

Cost: Senior and Advanced Levels: Complete battery (20 booklets and manual) - $25.00; Standard scoring service - $1.07/pupil. Elementary level: Complete battery (20 booklets and manual) - $23.00; Standard scoring service - $1.02/pupil. Specimen set (any level and form) - $2.00.

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*Used with permission.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP II) [**SOCIAL STUDIES**]

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by Educational Testing Service (ETS).

DATE: 1969

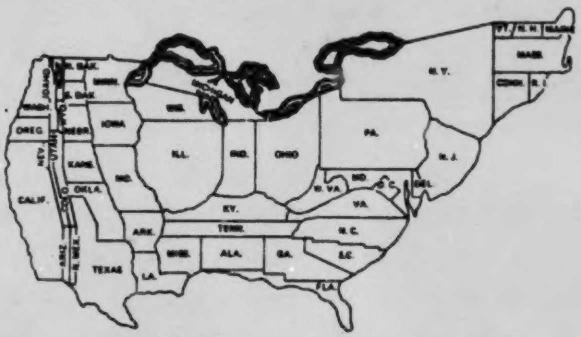
Grade Level: 3-12, college

Subject and Respondent: Students in grades 3-12 or above

Variables: The tests measure social studies skills and knowledge. The skills include classifying, interpreting, and evaluating information. The major subject areas are: political science, sociology and anthropology, economics, history, and geography.

Form: There are eight forms: 1A, 1B, 2A, 2B, 3A, 3B, 4A, and 4B. They each contain between 50 and 70 items, all multiple-choice. Examples follow below.

Questions 2-3 are based on the map below on which each state is scaled accoring to its population in 1940.



By permission of The Twentieth Century Fund, copyright 1953 by The Twentieth Century Fund.

2. Which state in the United States had the largest number of inhabitants in 1940?
   (a) Illinois (c) Ohio
   (b) Pennsylvania (d) New York

3. Which region of the United States was compressed the most?
   - (a) The Mountain and Plains States
   - (b) New England
   - (c) The Great Lakes States
   - (d) The South*

Scoring and Interpretation: Machine scoring by Educational Testing Service is available. A handbook contains complete interpretive and normative information.

Time: The tests require 45-60 minutes.

Comments: The tests provide consecutive measures of students' acquisition of skills and knowledge in social studies from third grade throughout secondary school and the first two years of college. The scoring and reporting services through the publisher (by ETS) are thorough. The entire STEP battery contains separate test forms for other content areas also (i.e., reading, English, math, science). A revised version of the STEP tests will be available from ETS in 1978. Six levels of the test are being developed. Each form consists of 50 multiple-choice items.

Reviewed or Evaluated in: CSE: 7-8 p. 142; 9-10 p. 174; 11-12 p. 172. TIP #1948.

Cost: Test booklets (20) - $7.00; Answer sheets (100) - $5.50; Machine scoring stencils (10) - $1.50; Teacher's Manual - $3.00; Handbook - $5.00; Student Bulletins (100) - $4.00; Student Preview (10) - $2.00; Mock answer sheets (100) - $3.00; Basic scoring service - $.55 per student; IBM cards - $.05 per student; Item response report - $.20 maximum per student; Duplicate score labels - $.05 per student; Minimum scoring charge - $11.00.

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*Sample test items reprinted by permission of Educational Testing Service, the copyright owner.

THE SOCIAL SCIENCES: CONCEPTS AND VALUES, SECOND EDITION (TEACHING TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017. Developed by the Center for the Study of Instruction, San Francisco, California.

Date: 1975

Grade Level: 3-6

Subject and Respondent: Students in grades 3-6

Variables: Content of four grade-level units of instruction is measured. Level 3 focuses on aspects of community life, change, social groups, and government. Level 4 focuses on individual and group identity, use of resources, and rules by which groups live together within a nation. Level 5 focuses on the study of cultures, natural resources, and government. Level 6 focuses on the anthropology of groups and cities, economic resources, and political systems.

Form: There are separate test booklets for each level of the tests. Each test has between 80 and 130 items of mixed format: picture identification, multiple-choice, sentence completion, and short answer (levels 5 and 6). Each test categorizes questions by chapter or unit content, including approximately ten items per chapter or unit.

Scoring and Interpretation: Answer keys are available for each test. No interpretive information is provided.

Time: If the chapter/unit sections of each test are given individually, they should require no more than 15 minutes each.

Comments: Although the tests are designed to measure content knowledge of units in the "Concepts and Values" program, many questions would be appropriate for general elementary social studies curricula.

Cost: Tests - $.60 (levels 3 and 4); $.75 (levels 5 and 6).
Answer keys - $.30 each (levels 3-6).

THE SOCIAL STUDIES AND OUR COUNTRY (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Other Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: *The Social Studies and Our Country*, Laidlaw Social Science Program: Concepts in Social Science, Laidlaw Brothers, A Divison of Doubleday and Company, River Forest, Illinois 60305.

Date: 1974

Grade Level: 4-5

Subject and Respondent: Students in grades 4 and 5.

Variables: These tests focus on student knowledge of basic facts and ideas in American history. Some knowledge of social science concepts and map and graph skills are also stressed.

Form: This booklet contains seven unit tests and a final test. Each unit test consists of 40 items while the final test contains 50. A mixture of multiple-choice, matching, and true-false items are used.

Scoring and Interpretation: No information is provided.

Time: Each individual test would probably require 10-15 minutes.

Comments: These tests are designed to accompany specific content areas of the "Social Studies and Our Country" program. Teachers may be able to adapt the items to fit their own course needs.

Cost: $.75 for each booklet.

THE SOCIAL STUDIES AND OUR WORLD (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Other Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History)

Source: *The Social Studies and Our World,* Laidlaw Social Science Program: Concepts in Social Science, Laidlaw Brothers, A Division of Doubleday and Company, River Forest, Illinois 60305.

Date: 1974

Grade Level: 5-6

Subject and Respondent: Students in grades 5 and 6.

Variables: These tests focus on student knowledge of basic facts and ideas in world history. Some knowledge of social science concepts and map and graph skills are also stressed.

Form: This booklet contains eight unit tests and a final test. Each unit test consists of 40 items while the final test contains 50. A mixture of multiple-choice, matching, and true-false items are used.

Scoring and Interpretation: No information is provided.

Time: Each individual test would probably require 10-15 minutes.

Comments: These tests are designed to accompany specific content areas of the "Social Studies and Our World" program. Teachers may be able to adapt the items to fit their own course needs.

Cost: $.75 for each booklet.

SRA ASSESSMENT SURVEY - ACHIEVEMENT SERIES

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: Science Research Associates, Inc., 259 East Erie St., Chicago, Illinois 60611.

Date: 1971

Grade Level: 4-5 - Blue Level; 6-7 - Green Level; 8-9 - Red Level

Subject and Respondent: Students in grades 4-9

Variables: The social studies tests measure ability to read and understand social studies material, and knowledge of present-day social institutions, factors that affect the economy, and world developments of historical importance.

Form: Each level contains 40 multiple-choice questions in social studies. Examples follow below.

(Red Level) . The longest unfortified boundary in the world is between
- (a) Norway and Sweden
- (b) the United States and Canada
- (c) Mexico and the United States
- (d) Brazil and Argentina.

(Blue Level) Which group of people in the United States has never been given the right to vote?
- (a) children
- (b) Japanese-Americans
- (c) Property owners
- (d) American Indians*

Scoring and Interpretation: Machine scoring is available through the publisher. An entire booklet, *Using Test Results* (1972), is devoted to interpretation of scores, factors affecting test results, planning instruction, communicating test results, and making basic observations.

Time: Approximately 33 minutes is required for each level's test.

Comments: These social studies tests are one of several content sections in this battery of tests. Other areas measured are reading, vocabulary, mathematics, language arts, spelling, use of sources, and science.

Reviewed or Evaluated in: CSE: 1-6 p. 72, 101; 7-8 p. 143; 9-10 p. 175. TIP #1947.

Cost: Test booklets in packages of 25: Heavy duty (all levels) 1-19 - $21.50/package; 20-199 - $19.35/package; 200+ - $18.28/package.

Standard (all levels) 1-19 - $15.15/package; 20-199 - $13.64/package; 200+ - $12.88/package. Specimen set - $6.80.

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STANFORD ACHIEVEMENT TEST (SOCIAL SCIENCE)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: The Psychological Corporation, 757 Third Avenue, New York, New York, 10017.

Date: 1973

Grade Level: 2-9 (Primary Level II - 2.5-3.4; Primary Level III - 3.5-4.4; Intermediate Level I - 4.5-5.4; Intermediate Level II - 5.5-6.9; Advanced Level - 7-9.5)

Subject and Respondent: Students in grades 2-9

Variables: The tests measure understanding of concepts in six social science disciplines: geography, history, economics, political science, anthropology, and sociology.

Form: There are five separate tests (see grade level breakdown) spanning grades 2-9. All contain multiple-choice items. The number of items in each test is: Primary Level II - 27; Primary Level III - 44; Intermediate Level I - 60; Intermediate Level II - 54; Advanced Level - 60. Examples follow below.

(Primary Level II)

In which one of these places would most of the homes probably be made of wood? (Children mark one of three pictures)

(Advanced Level)

A country's interest in international affairs expands as its
(a) trade increases (c) schools improve
(b) population decreases (d) cities increase*

Scoring and Interpretation: Scoring services are available through the publisher. Separate booklets are provided with teacher's directions for administering, norms, a guide for interpreting, administrator's guide, and technical data report.

Time: Primary Level II - 20 minutes; Primary Level III - 25 minutes; Intermediate Level I - 30 minutes; Intermediate Level II - 30 minutes; Advanced Level - 30 minutes.

Comments: These social science measures are a part of a battery measuring achievement in vocabulary, reading comprehension, math, spelling, language, science, listening comprehension, and word study skills. The tests have been revised to keep them current, and scoring and interpreting services seem thorough.

Reviewed or Evaluated in: CSE: 1-6 p. 72, 101; 7-8 p. 144. TIP #1952, 1953, 36, 37.

Cost: Primary Level II - Complete battery (package of 35) - $15.25; Teacher's Guide - $3.00; Scoring key - $3.40; Specimen set - $2.95; Practice test (package of 100) - $6.40.

Primary Level III - Complete battery (package of 35) - $16.25; Teacher's guide - $3.00; Scoring key - $3.40; Specimen set - $2.95; Practice test (package of 100) - $6.40.

Intermediate Level I - Complete battery (package of 35) - $18.50; Teacher's guide - $3.00; Scoring key - $3.40; Specimen set - $2.95; Practice test (package of 100) - $6.40.

Intermediate Level II - Complete battery (package of 35) - $18.50; Teachers' guide - $3.00; Scoring key - $3.40; Specimen set - $2.95; Practice test (package of 100) - $6.40.

Advanced Battery - Complete battery (package of 35) - $18.50; Teacher's guide - $3.00; Scoring key - $3.40; Specimen set - $2.95.

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STANFORD EARLY SCHOOL ACHIEVEMENT TEST. LEVELS I AND II

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: Harcourt Brace Jovanovich, Inc. Order from: The Psychological Corporation, 757 Third Avenue, New York, New York 10017. Developed by Richard Madden and Eric F. Gardner.

Date: Level I, 1969. Level II, 1970

Grade Level: K-1

Subject and Respondent: Students in kindergarten and first grade.

Variables: These instruments are designed to measure children's cognitive abilities when they enter kindergarten, during and upon completion of kindergarten, at the beginning of first grade, and during first grade. Each of the tests deal with knowledge of social and natural environments, mathematics, and letters and sounds, and with aural comprehension. The Level II test also deals with word reading and sentence reading.

Form: The Level I test consists of a total of 126 multiple-choice items, and the Level II test consists of 259 multiple-choice items. As the teacher reads the question, students select the correct response from a group of pictures, letters, words, or numbers. In Part 6 of the Level II test students work on their own, selecting one of three sentences that describe a picture. A sample question follows.

> You see a pioneer, a farmer, and an Indian chief. Mark under the one who was in America first.*

Scoring and Interpretation: Guidelines for scoring and interpretation are suggested in the manual.

Time: The Level I test is given in five sittings, three of them requiring approximately 15 minutes, one requiring 20 minutes, and one requiring 25 minutes. The Level II test is given in seven sittings, requiring approximately 20 minutes each.

Comments: The manual includes statistical data on reliability, intercorrelations, and item difficulty.

Reviewed or Evaluated in: TIP: #38

Cost: Level I - Test booklets (package of 35) - $12.50; Scoring key and practice sheet - $1.75 each; Specimen set - $2.25 each; MRC machine-scorable edition (package of 35) - $18.75. Directions $1.40.

Level II - Test booklets (package of 35) - $16.75; Scoring key - $1.50 each; Specimen set - $2.50; MRC machine-scorable edition (package of 35) - $20.50. Directions - $1.50 each.

Class records - $.25 each.

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TESTS OF ACADEMIC PROGRESS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: D.P. Scannell. *Multi-Level Test Booklet for Grades 9-12, Form S, Test 1: Social Studies*. Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, Illinois 60134.

Date: 1971

Grade Level: 9-12

Subject and Respondent: High school students

Variables: The test measures content knowledge of social studies areas including American history, geography, world history, American government, economics, and sociology. Problem-solving and map and graph interpretation skills are measured also.

Form: The test contains a total of 120 multiple-choice questions. Items for each grade level (9-12) are identified within overlapping sections in the test booklet. Each grade must answer 60 questions. Examples follow below.

> According to the idea of minority rights, what can a minority in the United States do if it considers a law unjust?
> (A) Carry arms to prevent enforcement of the law
> (B) Try to get the law changed
> (C) Appeal to the United Nations for aid
> (D) Try to evade the law without getting caught.
>
> In which of the following ways were Athenians and Spartans most alike?
> (A) Love of beauty
> (B) Concern for individual freedom
> (C) Interest in a broad education
> (D) Loyalty to their own city-state.*

Scoring and Interpretation: Hand- and machine-scoring options are available. A manual contains standard scores, percentile ranks, and percentile norms tables. It discusses use of test results in terms of item classifications and error counts.

Time: Students are allowed 45 minutes to complete the test (60 items for each grade level).

Comments: The test provides a measure of social studies knowledge and skills on the high school level. If a curriculum including the variables, as listed above, is used, then the overlapping of grade level sections will be useful. The manual provides a classification of all items by content area (variable), so teachers can pull out all items in a given area if they wish. The hand- or machine-scoring options are convenient.

Reviewed or Evaluated in: TIP II: #1955.

Cost: Single complete test booklet - $1.74; 35 MRC answer sheets - $6.75 (includes a Teacher's Manual, 2 class record sheets, 35 student report folders, and scoring service); 100 MRC answer sheets - $11.70 (includes scoring service); 500 MRC answer sheets - $51.75 (includes scoring service); MRC scoring masks - $2.70 per set; Teacher's Manual - $1.65; 35 student report folders - $2.40; 35 student profile charts - $2.40; Manual for administrators - $1.50; Examination kit - $6.00.

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TESTS OF BASIC EXPERIENCES (SOCIAL STUDIES)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940. Developed by Margaret H. Moss.

Date: 1972

Grade Level: Preschool, kindergarten, grade 1

Subject and Respondent: Students in preschool, kindergarten, grade 1.

Variables: The test measures concepts concerning social groups, social roles, social customs, rules of safety, and human emotions.

Form: The test has two levels: K for preschool and kindergarten and L for kindergarten and first grade. Each contains 28 items, and each item consists of four pictures in a row. The teacher poses a question aloud, such as, "Mark what is not seen at a gas station," and the children draw an X over the appropriate picture.*

Scoring and Interpretation: A manual for each level provides information on scoring (hand and machine), reporting, and interpreting results. Additional chapters discuss technical data and supplemental studies.

Time: The test should take about 25 minutes.

Comments: The social studies test is one component of several for each level of the instrument. Other content areas, tested with separate booklets, include math, science, language, and general concepts. The developer strongly advises that teachers read the appropriate manual thoroughly before administering the test. A section entitled "Using Test Results for Evaluation and Instruction" may be especially useful. These tests have been used or reviewed in the following references:

Carry L. Ray. "A Critical Assessment of Published Tests for Elementary School Mathematics." *The Arithmetic Teacher,* January 1974.

Lesiak, Walter J., and J. Wait. "The Diagnostic Kindergarten: Initial Step in the Identification and Programming of Children With Learning Problems." *Psychology in the Schools,* 11:3 (July 1974) pp. 282-290.

Proger, Bacton B. "Test Review No. 9: Tests of Basic Experience." *Journal of Special Education,* 6:2 (Winter 1972) pp. 179-184.

Reviewed or Evaluated in: CSE: K p. 23. TIP II: #47, #1956.

Cost: Packages of 30 tests (with Examiner's Manual with answer key, class evaluation record, and instructions to proctors) - $11.00 (Levels K and L). Specimen sets (including single copies of the five subject area books and the other accessories) - $4.50 (Level K or Level L).

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*From Tests of Basic Experiences, Level L. Reprinted with permission of the publisher, CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940. Copyright © 1970, 1975 by McGraw-Hill, Inc. All Rights Reserved. Printed in the U.S.A.

USING THE SOCIAL STUDIES (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: *Using the Social Studies,* Laidlaw Social Science Program: Concepts in Social Science, Laidlaw Brothers, A Division of Doubleday and Company, River Forest, Illinois 60305.

Date: 1974

Grade Level: 7

Subject and Respondent: Students in seventh grade.

Variables: Each of six unit tests focuses on student knowledge of basic facts and concepts in geography, anthropology, sociology, economics, political science, and history. A seventh unit test applies this knowledge to one city, Peoria, Illinois.

Form: This booklet contains seven units and a final test. Each unit test contains 40 items, while the final test contains 50. A mixture of multiple-choice, matching, and true-false items are used.

Scoring and Interpretation: No scoring and interpretation information is given.

Time: Each individual test would probably require 10-15 minutes.

Comments: These tests are designed to accompany specific content areas of the "Using the Social Studies" program. Teachers may be able to adapt the items to fit their own course needs.

Cost: $.75 for each booklet.

ZIMMERMAN-SANDERS SOCIAL STUDIES TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by John J. Zimmerman and M. W. Sanders.

Date: 1964

Grade Level: 7-8

Subject and Respondent: Students in grades 7-8

Variables: Student knowledge of history (World and U.S.) and geography. The test stresses places, locations, people, and events.

Form: The test comes in four equivalent forms. Three have 85 multiple-choice items, one consists of 75 items. Two examples are provided.

The leader of France during the French Revolution was:

(1) Joan of Arc	(3) Napoleon
(2) Charlemagne	(4) Hannibal

The Aswan Dam is on which one of the following?

(1) Amazon	(3) Nile
(2) Indus	(4) Volga*

Scoring and Interpretation: A short "Manual of Instructions" provides administration, scoring, and interpretation instructions. Reliability and validity information is also presented. Answer keys accompany the tests.

Time: 30 minutes (each form)

Comments: Although entitled "Social Studies Test" the major disciplines dealt with are history and geography.

Reviewed or Evaluated in: CSE: 7-8 p. 142. TIP II: #1957.

Cost: Tests - $.15 each; Keys - $.20 each; Manual - $.20.

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1.2 History

HOW HISTORY IS WRITTEN

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History

Source: *Final Report of Aptos School's Project Future.* Pajaro Valley Unified School District, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Junior high school students

Variables: The test measures student knowledge of how history is written, and how information is gathered and classified.

Form: The test contains 12 items, a mixture of multiple-choice and short-answer formats. Examples follow below:

> What are the three major sources in gathering information and data?
>
> If history is the record of man's past events, why don't all historians agree?
> (A) Difference of opinion (C) Difference in values
> (B) Difference of religion (D) Difference in interests*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students probably would require 10 minutes to complete the test.

Comments: The test is useful for measuring student understanding of the process of historiography. It could be easily incorporated into cognitive tests of history in any field. Some questions are out of date, but most are relevant to any approach to the study of history.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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1.21 United States History

AMERICAN HISTORY--JR. HIGH/OBJECTIVE TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History

Source: The Perfection Form Company, 100 North Second Avenue, Logan, Iowa 51546.

Date: 1970

Grade Level: 7-9

Subject and Respondent: Junior high school students

Variables: Student knowledge of key people, time sequences, places, laws, and events in American history. A final test, two semester exams, and nine unit tests cover the following topics: Exploration and Colonization, Revolutionary America, Foundation of a Strong Government, The Development of Democracy, Westward Expansion, Division and Reunion, A Modern America, America Becomes a World Power, and Post World War II.

Form: Each unit test contains 75 items, while the semester tests and final test each consist of 100 items. Most of the 12 tests are composed of true-false, multiple-choice, and matching items. The final test contains true-false and matching items only. Two items from the "Second Semester Test" are provided below:

> An advantage that the South had in the Civil War was:
> (a) larger population (c) a surplus of food stuffs
> (b) a well-organized government (d) a defensive position
>
> Coxey's army was a military unit in the Indian Wars.*

Scoring and Interpretation: No manual is available for scoring and interpretation guidelines. Machine- and hand-scorable answer sheets accompany the tests.

Time: Suggested or required time is not specified. The unit tests would probably require 40-50 minutes each, while each of the others would take 50-60 minutes.

Comments: The tests stress mainly recall of facts rather than interpretation, application, and other reasoning skills.

Reviewed or Evaluated in: TIP #1982.

Cost: 12 tests (one copy of each) - $4.75.

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AMERICAN HISTORY OPEN RECALL TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: Malcolm Levin, Fred M. Newmann, and Donald W. Oliver. *Final Report, A Law and Social Science Curriculum Based on the Analysis of Public Issues*. (p. 353) Harvard University, Graduate School of Education. ERIC ED 033 969 - #5 of 6 fiche, p. 353.

Date: 1969

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: The test is designed to assess student's factual knowledge of 12 topics in United States history. These topics are: causes of the American Revolution, comparing the Articles of Confederation and the Constitution, comparing Hamiltonian Federalism and Jeffersonian Republicanism, Jacksonian Democracy, Manifest Destiny and western expansion, causes of the Civil War, Reconstruction, growth of industry and organized labor, government regulation of business, reforms of the Progressive Era, how the United States became a world power, and the Depression and the New Deal.

Form: The 12 topics mentioned above are listed and students are instructed to write as much relevant and factual information as they can about each. Directions emphasize that it is not an essay test. Complete sentences and organization are not important. Students are not to include opinions.

Scoring and Interpretation: A summary of scoring procedures used appears on page 154 of the same *Final Report* that the instrument is in. Part II of this report discusses and interprets some results of this test as well as several others used for the same project.

Time: Student instructions indicate that a limited time period was set. However, the exact time is not given. The test could probably be completed in 45 minutes to an hour.

Comments: The test, along with several other tests, was developed by the Harvard Social Studies Project. Some general reliability information is given in the report.

Cost: $1.50 for microfiche; Hardcopy not available from EDRS.

AMERICAN HISTORY--SR. HIGH/OBJECTIVE TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: The Perfection Form Company, 100 North Second Avenue, Logan, Iowa 51546.

Date: 1970

Grade Level: 9-12

Subject and Respondent: High school students

Variables: Student knowledge of key people, events, places, laws, and trends in American history. Ten unit tests, two semester tests, and a final test cover the following topics (which are also the titles of the unit tests): The Heritage of Colonial America, Background of the Revolutionary War, The United States Constitution, Washington's Administration through the war of 1912, Expansion Westward and The Jacksonian Era, Expansion, War, and Reconstruction, The Emergence of Modern America, The United States Becomes a World Power, Prosperity and Depression, and World Leadership.

Form: The unit tests consists of 100 items each, while the semester tests and final test each contain 150 items. Each test is composed of true-false, multiple-choice, and matching items. Examples of the first two types are provided below:

In recent decades the Republican party has generally favored greater welfare measures than the Democrats.

With the election of (a) James Madison, (b) Thomas Jefferson, (c) Abraham Lincoln, (d) Benjamin Harrison, (e) William McKinley, the present day Republican party elected its first president.*

Scoring and Interpretation: No manual is available for scoring and interpretation guidelines. Hand- and machine-scorable answer sheets accompany the tests.

Time: Suggested or required time is not provided. Each unit test would probably take 40-50 minutes, while the semester and final tests might require 50-60 minutes each.

Comments: The tests stress recall rather than reasoning skills and conceptual understanding.

Reviewed or Evaluated in: TIP #1983.

Cost: 13 tests (one copy of each) - $4.95.

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COOPERATIVE SOCIAL STUDIES TESTS: AMERICAN HISTORY (JUNIOR HIGH SCHOOL)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by the Educational Testing Service (ETS).

Date: 1964

Grade Level: 7-8

Subject and Respondent: Junior high school students

Variables: This is one of the tests in the Cooperative Social Studies Tests Series. This focuses on student knowledge and understanding of key facts and concepts in American history from the colonial period to the 1950s. Most of the items deal with America before the 20th Century. Topics stressed include the Constitution, wars, laws, economic developments and concepts, geographic areas, political parties, foreign affairs, and some key people. The test also involves application and interpretation skills. A matrix in the Handbook for the test series classifies each item in terms of subject matter focus (relations with other nations and peoples, government and politics, economic development, and social and cultural developments) and skill (remembering, understanding, and analyzing).

Form: The test comes in two equivalent forms (A and B). Each form contains 70 items most of which are in some type of multiple-choice format. Some of the questions are accompanied by short reading passages, maps, or graphs. One example is presented below:

SENATOR DECLARES LIBERTY AND UNION INSEPARABLE
In which of the following years would this headline have been most likely to appear?*
(A) 1820 (B) 1832 (C) 1844 (D) 1856

Scoring and Interpretation: A Handbook for the entire Cooperative Social Studies Tests Series provides extensive information on administration, scoring, interpretation, norms, content classification, validity, and reliability for all tests in the series including this one. Guidelines and suggestions for how to use the test results are also provided. Hand- and machine-scorable answer sheets are available. Machine scoring is available through ETS.

Time: 40 minutes (each form)

Comments: This test seems appropriate for a variety of uses, especially as an end-of-course indicator of achievement, or as an indication of the level of knowledge and skill of students before beginning a course.

Reviewed or Evaluated in: CSE: 7-8 p. 141, TIP #1988.

Cost: Specimen set - $3.50; Test booklets (package of 20) - $6.00 each; Handbook - $2.00; Student bulletins - $3.00/hundred.

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*Sample test items reprinted by permission of Educational Testing Service, the copyright owner.

COOPERATIVE SOCIAL STUDIES TESTS: AMERICAN HISTORY (SENIOR HIGH SCHOOL)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by the Educational Testing Service (ETS).

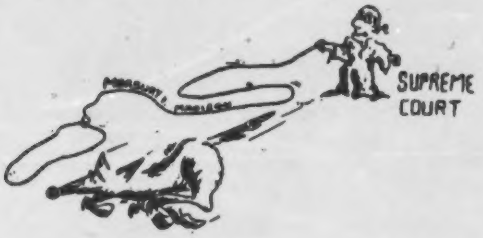
Date: 1964

Grade Level: 10-12

Subject and Respondent: High school students

Variables: This is one of the tests in the Cooperative Social Studies Series. This test focuses on student knowledge and understanding of key facts and concepts in American history from the colonial period to the 1950s. Most of the items deal with America before the 20th Century. Topics stressed include the Constitution, wars, laws, economic developments and concepts, geographic areas, political parties, foreign affairs, and some key people. The test also involves application and interpretation skills. A matrix in the Handbook for the test series classifies each item in terms of subject matter focus (relations with other nations and peoples, government and politics, economic development, and social and cultural developments) and skill (remembering, understanding and analyzing).

Form: The test comes in two equivalent forms (A and B). Each form contains 70 items, most of which are in some type of multiple-choice format. Some of the questions are accompanied by short reading passages, maps, or graphs. One example is presented below:



1. The dog in the cartoon represents*
   (A) the people (B) Congress (C) the President (D) the states.

Scoring and Interpretation: A Handbook for the entire Cooperative Social Studies Tests Series provides extensive information on administration, scoring, interpretation, norms, content classification, validity, and reliability for all tests in the series including this one. Guidelines and suggestions for using test results is also provided.

Hand- and machine-scorable answer sheets are available. Machine scoring is available through ETS.

Time: 40 minutes (each form)

Comments: This test seems appropriate for a variety of uses, especially as an end-of-course indicator of achievement or as an indication of the level of knowledge and skill of students before beginning a course.

Reviewed or Evaluated in: CSE: 9-10 p. 172; 11-12 p. 170. TIP #1988.

Cost: Specimen set - $3.50; Test booklets (package of 20) - $6.00 each; Handbook - $2.00; Student bulletins - $3.00/hundred.

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COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by Educational Testing Service (ETS).

Date: 1963

Grade Level: 9-12

Subject and Respondent: High school students

Variables: Student knowledge of key events and trends in American history. Understanding and application of concepts and interpretation of passages is also stressed. The eight tests cover the following topics and periods:

Test 1 - Exploration, Colonization, and Independence, 1450-1783

Test 2 - Foundations of American Government, 1781-1801

Test 3 - Growth of Nationalism and Democracy, 1801-1840

Test 4 - Expansion, Civil War, and Reconstruction, 1840-1877

Test 5 - Development of Industrial America, 1865-1898

Test 6 - Imperialism, Domestic Reform, and the First World War, 1898-1920

Test 7 - Prosperity, Depression, and the New Deal, 1920-1940

Test 8 - The Second World War and After.

Form: Each test consists of 60 items. Most of the items are multiple-choice. Some have short reading passages, maps, or graphs accompanying them.

Scoring and Interpretation: Extensive scoring and interpretation information is provided in the Handbook accompanying the tests. In addition to a detailed outline of the content of the tests, this Handbook provides directions for scoring and administration, guidelines for analyzing test results, results of a testing program based on these tests, and norm, reliability and validity data. Answer keys are provided separately.

Time: 40 minutes (each test)

Comments: These tests were developed to aid teachers directly with their instructional programs and to fulfill the needs which most standardized achievement tests do not, one of which is to provide reliable feedback data to teachers before a course is over. The tests measure recall and higher level thinking skills.

Reviewed or Evaluated in: CSE: 9-10 p. 172; 11-12 p. 170. TIP #1991.

Cost: Specimen set - $3.50; Test booklets (10/package) - $7.25/package; Scoring keys for all eight tests - $1.00; Handbook - $2.00.

CRARY AMERICAN HISTORY TEST, REVISED EDITION

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017. Developed by Ryland W. Crary.

Date: 1965

Grade Level: 10-13

Subject and Respondent: Students of American history courses at the 11th grade level.

Variables: The test samples command of factual knowledge as well as skills, understanding, interpretation, and inference in the following areas: politico-national development of the U.S., social and economic problems, cultural and scientific aspects of U.S. history, foreign relations, and social studies study skills.

Form: Two forms, E and F, are available. Both are equivalent to each other in terms of content and statistical balance. Each contains 76 multiple-choice items. Students may mark responses directly in the test booklets, on separate answer sheets, or on special machine-scorable answer sheets.

Scoring and Interpretation: Administrators can score all answer sheets by hand or, if special sheets are used, by machine. A class record sheet is provided on which the teacher can record students' raw and standard scores, percentile ranks, and stanines. The Manual provides a variety of derived scores to aid interpretation of test results. Norms tables are included, as is a discussion of validity and reliability.

Time: Working time is 40 minutes, and over-all time for administering is about 45 minutes.

Comments: Teachers and administrators may find useful ideas in the Manual sections on "Making Use of Results" and "Comparing Ability and Achievement." Objectives of the test and reasons for the revision are mentioned also.

Reviewed or Evaluated in: CSE: 11-12 p. 171. TIP #1992.

Cost: Test booklets (package of 35) - $11.00 (with Manual and Class Record); Scoring key - $1.00 each; IBM 805 answer sheets (package of 35) - $2.50; IBM 805 answer key - $1.00 each; IBM 1230 answer sheets (package of 35) - $3.00; IBM 1230 answer key - $1.00 each; OpScan/Digitek answer sheets (package of 35) - $3.00; OpScan/Digitek answer key - $1.00 each; Specimen set - $1.65 each; Manual - $.50 each; Class record - $.10 each.

EMPORIA AMERICAN HISTORY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by Shirley Meares and M. W. Sanders.

Date: 1964

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: Student knowledge of facts, terms, and events in American history. Test I (Forms A and B) covers the period from exploration through reconstruction. Test II (Forms A and B) deals with the period from reconstruction to the post-World War II era.

Form: Each form consists of from 130 to 135 multiple-choice items. Two examples are provided:

> In 1831 a slave uprising in Virginia was led by:
> (1) John Brown (3) Nat Turner
> (2) Joseph Coxey (4) Daniel Shays.
>
> In order to make up an expected loss of revenue the Wilson-Gorman Tariff Law included a:
> (1) reciprocity clause
> (2) bounty on American sugar
> (3) provision for taxing incomes
> (4) sharp increase in tariff rates*

Scoring and Interpretation: A short "Manual of Directions" provides administration, scoring, and interpretation instruction. Reliability information is also provided. Answer keys accompany the tests.

Time: 40 minutes (each form)

Comments: The test was constructed as an achievement test for a one-year high school American history survey course. Test I is intended for the first semester, Test II for the second semester.

Reviewed or Evaluated in: CSE: 9-10 p. 172; 11-12 p. 171. TIP II: #1993.

Cost: Test - $.15; Key - $.20; Manual - $.20.

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*Used with permission.

FOUNDATIONS OF FREEDOM: U.S. HISTORY TO 1877 and CHALLENGE AND CHANGE: U.S. HISTORY, THE SECOND CENTURY (CHAPTER AND UNIT TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: H. H. Eibling, C. Jackson, and V. Perrone. *Foundations of Freedom: U.S. History to 1877* and *Challenge and Change: U.S. History, The Second Century*. Laidlaw Brothers, A Division of Doubleday & Company, River Forest, Illinois 60305.

Date: 1977

Grade Level: 7-10

Subject and Respondent: Junior and senior high school students.

Variables: Chapter and unit content of a specific program is tested. Unit titles in *Foundations of Freedom* are: "The Americas Before Columbus," "Colonial America," "The Struggle for Independence," "Forging a New Government," "Progress of the New Nation," "A Growing Nation is Threatened," "Conflict and Reunion," and "The Fabric of American Life." Chapter tests cover specific events such as the American Revolution, slavery, and the Civil War. Unit titles in *Challenge and Change* are: "The United States--Formation to Reunification," "The Transformation of a Nation," "The Progressive Era," "Power and Prosperity," "Depression and War," "The Challenge of Greatness," "An Uncertain Era," and "America and the Promise of the Future." Chapter tests cover specific periods such as the United States and World War I, and world leadership in the nuclear age.

Form: A total of 16 unit tests and 45 chapter tests are provided, covering both texts. The chapter tests categorize items by "Facts," "Concepts," and "Skills"; the unit tests categorize by "Facts and Events," "Chronology," "Social Science Interrelations," and "Concepts and Understandings." Chapter tests contain 25 questions, and unit tests contain 50. All tests are of mixed-item types, including matching, multiple-choice, fill-in-the-blank, and map identification. Examples follow below.

> Pennsylvania was the first state to adopt a __________, or one-house, legislature.

Labor unions were helped by the passage
(A) of the Newlands Act
(B) of the Marin-Elkins Act
(C) of the Clayton Act.*

Scoring and Interpretation: Correct answers and scoring instructions are included in the teacher's edition.

Time: Each chapter test might take about 15-20 minutes. Each unit test might take 20-30 minutes.

Comments: The tests measure specific content of the programs cited above. Items may be useful to teachers presenting similar content in junior and early senior high school American history courses.

Cost: Tests - $1.17 each volume; Answer key - $.15 each volume.

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*Used with permission.

HARVARD PUBLIC ISSUES SERIES (UNIT TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Other Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History) and COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: Xerox Education Publications, 1250 Fairwood Avenue, P.O. Box 2639, Columbus, Ohio 43216.

Date: 1967-1970

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12

Variables: Each of these tests is designed to test students' cognitive knowledge of particular issues in United States history, government, and world history. There are two levels of each test. One measures knowledge of factual information, and the other measures cognitive skills as well. Topics include: The American Revolution, The New Deal, The Rise of Organized Labor, The Civil War, The Immigrant's Experience, The Railroad Era, The Lawsuit, Rights of the Accused, Communist China, Nazi Germany, 20th Century Russia, The Limits of War, and Negro Views of America.

Form: For each test there are two forms, Level A and Level B. Each Level A test consists of from 17 to 32 multiple-choice, true-false, and matching items. The following is typical.

The Immigration Act of 1965 provided for all but:
(A) Elimination of the quota system
(B) Increase of total number allowed to enter
(C) Removed ceiling on maximum amount any nation could send
(D) Established four ranks of preference.*

The Level B tests consist of six to nine parts, each of which include several items. These also consist primarily of multiple-choice and matching items. One part asks students to match certain incidents with the ideas they illustrate.

Scoring and Interpretation: Correct answers are given in the teacher's guides.

Time: Each test could probably be completed in 30 to 45 minutes.

Comments: The units as well as the tests were developed by the Harvard Social Studies Project.

Cost: The 24 titles are available at $.50 to $.55 each.

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*Used with permission.

A HISTORY OF THE UNITED STATES (PROGRESS TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02107. Developed by Harry D. Berg, Howard R. Anderson, and Howard B. Wilder.

Date: 1971

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12

Variables: These tests are designed to test students' cognitive knowledge of United States history.

Form: The tests are arranged in two volumes. The first includes 19 chapter tests, five unit reviews, and a final examination. The second includes 21 chapter tests, seven unit reviews, and a final examination.

Chapter tests and unit reviews consist of from 35 to 50 items. The final examination for the first volume has 70 items, while the second has 85. The tests are objective and include multiple-choice, matching, and true-false questions. One example is:

> The first action of the Spanish-American War involved
> (1) the annexation of Hawaii
> (2) the conquest of Puerto Rico
> (3) the invasion of Cuba
> (4) a naval battle at Manila.*

Scoring and Interpretation: Separate answer keys are provided.

Time: Chapter and unit tests could probably be completed in one class period. The final examinations would probably require an additional 15 to 30 minutes.

Cost: Volume I: Progress tests - $1.59; Answers - $.51. Volume II: Progress tests - $1.59; Answers - $.51.

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*Used with permission.

HOLLINGSWORTH-SANDERS INTERMEDIATE HISTORY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by Leon Hollingsworth and M. W. Sanders.

Date: 1964

Grade Level: 5-6

Subject and Respondent: Students in grades 5-6.

Variables: Student knowledge of American history facts. Test I (Forms A and B) focuses on knowledge of facts from the exploration and colonial periods and the American Revolution. Test II (Forms A and B) emphasizes the 19th-century period of U.S. history. Most of the items ask about key people, places, dates, battles, and terms.

Form: Each test comes in two forms, each consisting of 55 multiple-choice items. Two sample items are provided:

The oldest city in the United States is:
(1) New Orleans (3) St. Augustine
(2) Jamestown (4) Boston.

One of the greatest of all the Southern Senators before the War Between the States was:
(1) Andrew Johnson (3) John C. Calhoun
(2) Daniel Webster (4) Richard Henry Lee.*

Scoring and Interpretation: A short Manual of Directions provides administration, scoring, and interpretation instructions. Reliability and validity information is also provided. Answer keys accompany the tests.

Time: 30 minutes

Comments: This test focuses entirely on knowledge of facts and terms rather than on understanding and application of concepts and generalizations. Only a few items deal with 20th-century America.

Reviewed or Evaluated in: CSE: 1-6 p. 72, 101. TIP II: #1995.

Cost: Tests - $.15 each; Keys - $.20 each; Manual - $.20.

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*Used with permission.

MEARES-SANDERS JUNIOR HIGH SCHOOL HISTORY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by Shirley Meares and M.W. Sanders.

Date: 1964

Grade Level: 7-8

Subject and Respondent: Students in grades 7-8.

Variables: Student general knowledge of U.S. history facts. Test I (Forms A and B) focuses on the period from exploration through the Civil War (1492-1865). Test II (Forms A and B) deals with the post Civil War period through the Eisenhower administration (1865-1960). The facts stressed include key people, laws, places, and terms.

Form: Each of the tests comes in two forms. Three contain 100 multiple-choice items. One contains 90. Two sample items are provided.

The First Continental Congress met in 1774 in:
(1) Boston (3) Philadelphia
(2) New York City (4) Baltimore

The Eisenhower Doctrine was adopted in 1957 to fight the spread of communism in:
(1) South Africa (3) French Indo-China
(2) the Middle East (4) the Caribbean.*

Scoring and Interpretation: A short Manual of Directions provides administration, scoring, and interpretation instructions and reliability and validity information. Answer keys accompany the tests.

Time: 40 minutes

Comments: This is intended to be a general survey of American history facts. Contrary to a statement in the Manual, it does not deal with the application of concepts and reasoning.

Reviewed or Evaluated in: CSE: 7-8 p. 141.

Cost: Tests - $.15 each; Keys - $.20 each; Manual - $.20.

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*Used with permission.

NATIONAL ACHIEVEMENT TESTS: AMERICAN HISTORY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: Acorn Publishing Company, Rockeville Centre, New York. Developed by Robert K. Speer, Lester D. Crow, and Samuel Smith. Order from: Psychometric Affiliates, P.O. Box 3167, Munster, Indiana 46321.

Date: 1961 (Form B); 1976 (Form A)

Grade Level: 7-8

Subject and Respondent: Junior high school students

Variables: Student knowledge of key facts, terms, time sequences, events, and people in American history as well as interpretation of the things we learn from major historical events. The following specific topics are covered: lessons of history, time concepts, historical associations, and miscellaneous problems.

Form: The test comes in two forms (A and B). Each form consists of over 100 items divided into four parts according to the categories listed above. Form A consists of 114 items, most of them multiple-choice. One section consists of 15 fill-in-the-blank items. Form B contains 74 multiple-choice, 15 fill-in-the-blank, and 120 true-false items.

Scoring and Interpretation: A class record sheet is provided which also includes directions for administering and scoring and norms. Reliability and validity are not discussed. Machine-scorable answer sheets are also available.

Time: 40 minutes (each form)

Comments: This test was first developed in 1937 and 1938 and, although Form A has a 1976 copyright, the content of the test does not appear to have been updated. Although some interpretation skill is involved in the Lessons of History section, this is largely a recall test.

Reviewed or Evaluated in: TIP #1984.

Cost: Specimen set - $2.00; Tests - 25/$5.00, 100/$19.00.

NATIONAL ACHIEVEMENT TESTS: HISTORY AND CIVICS TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Other Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History)

Source: Acorn Publishing Company, Rockeville Centre, New York. Developed by Robert K. Speer and Samuel Smith. Order from: Psychometric Affiliates, P.O. Box 3167, Munster, Indiana 46321.

Date: 1949 (1955)

Grade Level: 3-8

Subject and Respondent: Students in grades 3-8

Variables: These two tests, one for grades 3-6 and one for grades 6-8, both stress knowledge of historical facts and of major historical events. Each test is divided into two parts according to that focus. Most of the tests for grades 6-8 deal with American history and the Constitution, but some items cover ancient and medieval world history.

The test for grades 3-6 deals entirely with U.S. history, most of it pre-20th Century.

Form: The 3-6 and 6-8 tests both come in two forms (A and B). Each is divided into ten multiple-choice items and 50 true-false items.

Scoring and Interpretation: A class record sheet is provided which also includes directions for administering, scoring, and norms. Reliability and validity are not discussed.

Time: 20-25 minutes

Comments: These tests are primarily recall tests. Even the interpretation of lessons of history sections usually involves merely the recall of a specific event associated with the main idea.

Reviewed or Evaluated in: CSE: 1-6 p. 44, 72, 101; 7-8 p. 139; 9-10 p. 169, 173. TIP #1943.

Cost: Specimen set - $1.50; Tests - 25/$3.50, 100/$11.00.

QUEST FOR FREEDOM

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/Government

Source: *Final Report of Aptos School's Project Future*. Pajaro Valley Unified School District, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Secondary school students

Variables: Knowledge is tested of the development of democracy, U.S. history, and the workings of government.

Form: Fifty multiple-choice questions comprise the test. Questions are of the following nature:

> A representative democracy or republican form of government is:
> (a) a nation governed by the Democratic Party
> (b) a nation governed by the Republican Party
> (c) both of the above
> (d) neither of the above.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students will need a full class period to complete the test.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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*Used with permission.

THIS IS AMERICA'S STORY, FOURTH EDITION (PRACTICE EXERCISES AND REVIEW TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: H. Wilder, R. Ludlum, and H. Brown. *This is America's Story, Fourth Edition*. Houghton Mifflin Company, 1900 Batavia Avenue, Geneva, Illinois 60134.

Date: 1966, revised 1975.

Grade Level: 7-12

Subject and Respondent: Students in junior or senior high

Variables: Chapter and unit content is tested. Unit titles are: "Europe Seeks an Ocean Route to Asia and Discovers a New World in the West," "European Nations Plant Colonies and Struggle for Control of the New World," "New Nations Are Born as the New World Shakes off European Rule," "The United States Is Established on a Firm Basis," "The American Way of Living Changes as the Different Sections Develop," "The United States Expands and Is Torn by War," "Modern America Takes Shape," "New Conditions Bring Changes in American Life," "The United States Widens Its Horizons," and "The United States Becomes a World Leader."

Form: A separate booklet (for students) contains ten unit tests, 32 chapter tests, and two final review tests (chapters 1-17, 18-32). The chapter and unit tests contain between 20 and 40 items each. The final tests contain 40 and 45 items. Item types include true-false, matching, map-identification, and multiple-choice types. Examples follow below.

__________ joins Lake Ontario and the Atlantic.

Political parties developed during Washington's administration. (T/F)

Which happened last?
(1) California became part of Mexico
(2) The Mexican War began
(3) California became a state
(4) The gold rush began.*

Scoring and Interpretation: Correct answers are given in the Teacher's Key and Audio-Visual Guide. Scoring instructions are printed in the test booklet.

Time: Each test should take about 15-25 minutes.

Comments: These tests measure content knowledge of specific chapters and units in the program cited above. However, items may also be useful to teachers presenting similar content.

Cost: Practice exercises and review tests - $1.86; Key - $.72.

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*Used with permission.

UNITED STATES HISTORY FOR HIGH SCHOOLS (UNIT TESTS AND FINAL TEST)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: Shafer, Augspurger, and McLemore. *United States History for High Schools*. Laidlaw Brothers, Publishers, A Division of Doubleday and Company, Inc., River Forest, Illinois 60305.

Date: 1973

Grade Level: 9-12

Subject and Respondent: High school students

Variables: Unit content of a specific program is tested. Unit titles are: "A New World and A New Nation," "Growth and Change," "The Triumph of Nationalism," "Building an Industrial Nation," "Crisis and Reform," "America and World Involvement," and "A World in Turmoil." The text covers the span of U.S. history from the period of colonization through international and domestic affairs of the early 1970s.

Form: Each unit test contains 100 questions, and the final test contains 200. Each test categorizes items by "Facts and Events," "Chronology," "Concepts and Understandings," and "Interrelations in History." Item types include multiple-choice, ordering chronologically, and true-false. Examples follow below.

> The use of the airplane had no real effect upon the outcome of World War I. (T/F)
>
> The best-known interpreter of the influence of the frontier on American life was
> (A) Walter P. Webb (C) Frederick Jackson Turner.*
> (B) Ernest S. Osgood

Scoring and Interpretation: Test answers are printed in the Teacher's Edition of the text.

Time: Each unit test should take about 45 minutes. The final test probably will take an hour.

Comments: The tests are designed to measure content knowledge of each unit in the curriculum, *United States History for High Schools*. Items may be useful to teachers presenting similar content. The publisher makes available another textbook covering identical content and including the same tests, but the book is written at a lower reading level for students with reading difficulties. The text is *A High School History of Modern America* (1973).

Cost: Exercise book - $1.68; Answer key - $.30.

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1.22 World History

COOPERATIVE SOCIAL STUDIES TESTS: MODERN EUROPEAN HISTORY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History)

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by The Educational Testing Service (ETS).

Date: 1964

Grade Level: 10-12

Subject and Respondent: High school students.

Variables: This is one of the tests in the "Cooperative Social Studies Tests" series. This test focuses on student knowledge and understanding of post-1450 Europe and its relationships to the rest of the world. The test includes knowledge of time chronology, locations of places, events (wars, laws, politics, peace settlements), art, and political philosophy. The test also measures application and interpretation skills. A matrix in the Handbook for the test series classifies each item of the test according to subject matter focus (social & cultural development, political development, economic development, European diplomatic developments) and skill (remembering, understanding, and analyzing).

Form: The test comes in two equivalent forms (A and B). Each form contains 70 items, most of which are in some type of multiple-choice format. Some of the questions are accompanied by short reading papers, maps, or graphs. One example is presented below.

All of the following were important in the Age of Enlightenment except:

(A) Voltaire (C) Moliere
(B) Montesquieu (D) Rousseau*

Scoring and Interpretation: A Handbook for the entire "Cooperative Social Studies Tests" series provides extensive information on administration, scoring, interpretation, norms, content classification, validity, and reliability for all tests in the series including this one. Guidelines and suggestions for using the test results are also provided. Hand- and machine-scorable answer sheets are available. Machine scoring is available through ETS.

Time: 40 minutes (each form).

Comments: This test seems appropriate for a variety of users, especially as an end-of-course indicator of achievement or as an indication of the level of knowledge and skill of students before beginning a course.

Reviewed or Evaluated in: CSE 9-10 p. 171; 11-12 p. 169. TIP #1989.

Cost: Specimen set - $3.50; Test booklets (package of 20) - $6.00 each; Handbook - $2.00; Student bulletin - $3.00/hundred.

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COOPERATIVE SOCIAL STUDIES TESTS: WORLD HISTORY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History)

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by The Educational Testing Service (ETS).

Date: 1964

Grade Level: 10-12

Subject and Respondent: High school students.

Variables: This is one of the tests in the "Cooperative Social Studies Tests" series. This test focuses on student knowledge and understanding of the entire span of world history with particular emphasis on Western civilization since 1800. Specific concepts or topics include revolutions, war, the United Nations, locations of places and territories, religions, politics, architecture, and economic developments. The test also measures application and interpretation skills. A matrix in the Handbook for the test series classifies each item of the test according to subject matter focus (Western civilization to 1450, Western civilization from 1450, Eastern Europe, Africa and Asia, and combinations of those areas) and skill (remembering, understanding, and analyzing).

Form: The test comes in two equivalent forms (A and B). Each form contains 70 items, most of which are in some type of multiple-choice format. Some of the questions are accompanied by short reading papers, maps, or graphs. One example is presented below.

In contrast to British democracy, Athenian democracy lacked the idea of: (A) jury trial, (B) majority decision, (C) responsible citizenship, (D) representation.*

Scoring and Interpretation: A Handbook for the entire "Cooperative Social Studies Tests" series provides extensive information on administration, scoring, interpretation, norms, content classification, validity, and reliability for all tests in the series including this one. Guidelines and suggestions for using test results are also provided. Hand- and machine-scorable answer sheets are available. Machine scoring is available through ETS.

Time: 40 minutes (each form).

Comments: This test seems appropriate for a variety of users, especially as an end of course indicator of achievement or as an indication of the level of knowledge and skill of students before beginning a course.

Reviewed or Evaluated in: CSE: 9-10 p. 171; 11-12 p. 169. TIP #1990.

Cost: Specimen set - $3.50; Test booklets (package of 20) - $6.00 each; Handbook - $2.00; Student bulletin - $3.00/hundred.

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MAN'S UNFINISHED JOURNEY (PROGRESS TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History)

Source: Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02107. Marvin Perry, author.

Date: 1971

Grade Level: 7-9

Subject and Respondent: Students in grades 7-9.

Variables: Lower level cognitive items measure student knowledge of exploration, colonization, and commercial expansion.

Form: The test contains 17 multiple-choice items and ten matching items.

An example of a multiple-choice item:

> The Portuguese undertook voyages of exploration chiefly because of their desire to obtain:
>
> (1) Asian silks, (2) Asian spices,
> (3) African slaves, (4) Amerindian gold.*

The matching items provide, in one column, names of famous leaders or explorers and, in another column, phrases identifying them.

Scoring and Interpretation: Answers to all items appear on the duplicating master, and they do not reproduce on student copies. No interpretive information is given.

Time: Students probably will require 25-30 minutes to complete the test.

Comments: The test was designed as one of 37 progress tests to accompany a world history text, *Man's Unfinished Journey*. This test may be useful, however, for teachers of world history who want to test knowledge of the variables listed above, or who are looking for items to include in their own tests.

Cost: Progress tests on duplicating masters (78 masters) - $26.58; Instructor's Guide and key - $5.01.

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*Used with permission.

NATIONAL ACHIEVEMENT TESTS: WORLD HISTORY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History)

Source: Acorn Publishing Company, Rockeville Centre, New York. Developed by Vincent McGarrett and Edward H. Merritt. Order from Psychometric Affiliates, P. O. Box 3167, Munster, Indiana 46321.

Date: 1958

Grade Level: 10-12 and college

Subject and Respondent: High school and college students.

Variables: Student knowledge of social studies terms, world geography (locations and places), contributions of persons and groups of people to civilization, political history, and economic, social, and cultural history. Facts and concepts are stressed. Some items require students to compare and contrast two events.

Form: The test contains 100 items divided into five parts according to the topics listed above. Four sections consist of multiple-choice items, while the world geography section is a matching-map exercise.

Scoring and Interpretation: A class record sheet is provided which also includes directions for administering, scoring, and norms. Reliability and validity are not discussed.

Time: 40 minutes

Comments: This is primarily a recall test designed to test general achievement of students in a world history survey course. The test was first developed in 1948. The content does not reflect any additions for the 1958 copyright.

Reviewed and Evaluated in: CSE: 9-10 p. 170; 11-12 p. 169. TIP #2003.

Cost: Specimen set - $1.50; Tests - 25/$5.00, 100/$19.00.

SANDERS-BULLER WORLD HISTORY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History)

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by M. W. Sanders and Robert Buller.

Date: 1964

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: Student knowledge of facts from ancient, medieval, and modern history. Test I (Forms A and B) covers the period from the Stone Age through the Age of Expansion and Exploration and the Renaissance. Test II (Forms A and B) generally deals with events and facts from the Age of Reason through World War II. Both tests stress knowledge of key people, periods, and events in the political, economic, and cultural history of the world.

Form: Each test consists of from 85-120 multiple-choice items. One example is given below.

> All of the following are characteristics of Renaissance art except: (1) use of background, perspective, light, shade, and color, (2) artists were able to keep their individualism out of their works, (3) figures were natural as human anatomy was carefully studied by the artists, (4) interested in the beauties of the world.*

Scoring and Interpretation: A short "Manual of Directions" provides administration, scoring, and interpretation instructions. Reliability and validity information is also briefly discussed. Answer keys accompany the tests.

Time: 40 minutes

Comments: The test was developed for use as an achievement test for a one-year course in ancient, medieval, and modern world history. A wide range of facts and concepts are covered. The test is essentially a memory or recall test, not stressing higher-level thinking skills.

Reviewed or Evaluated in: CSE: 9-10 p. 170; 11-12 p. 169. TIP II: #1998.

Cost: Tests - $.15 each; Keys - $.20 each; Manual - $.20.

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*Used with permission.

WORLD HISTORY/OBJECTIVE TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: History (World History)

Source: The Perfection Form Company, 100 North 2nd Avenue, Logan, Iowa 51546.

Date: 1970

Grade Level: 10-12

Subject and Respondent: High school students.

Variables: Student knowledge of world history facts, events, and key people. 16 tests are included: a final exam, a first semester exam, a second semester exam, and 13 unit or topic tests. The final exam is comprehensive from ancient history through the Second World War. The two semester tests range from ancient Greek and Roman history through the 17th century and from that point to the post World War II period. The unit tests cover the topics indicated by their title: The Earliest Civilizations, The Greeks, The Romans, Middle Ages, The Bridge to Modern Times, The Era of Political Revolution, The Age of Revolutions Continues, New Imperialism, Nationalism, World War I, Between The Two Great Wars, The Great Global Conflict, The Post-War World, Far Eastern History, and Russian History.

Form: The final exam and two semester tests each consist of 150 items. Except for the Russian and Far Eastern tests which contain 134 and 135 items respectively, all unit tests consist of 100 items. Each test is composed of various types of objective ideas including true-false, multiple-choice, and matching. Examples of the first two types are provided below.

> The Renaissance began in Northern Europe (T/F).
>
> Which of the following has not been a Cold War problem?
> (a) Berlin, (b) Southeast Asia, (c) Alsace-Lorraine,
> (d) Cuba, (e) Near East.*

Scoring and Interpretation: No manual is available for scoring and interpretation guidelines. Hand-scorable and machine-scorable answer sheets accompany the tests.

Time: Suggested or required time is not specified. Each test would probably require 50-60 minutes.

Comments: These tests seem to be designed to test recall of facts and trends from chronological survey courses in world history.

Reviewed or Evaluated in: TIP #2002

Cost: 16 tests (one copy of each) - $6.95.

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*Used with permission.

1.3 Political Science/Government

AMERICAN POLITICAL BEHAVIOR ACHIEVEMENT TEST: POLITICAL KNOWLEDGE TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: Howard Mehlinger and John Patrick. *American Political Behavior Achievement Test.* Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173.

Date: 1974

Grade Level: 9-12

Subject and Respondent: High school students

Variables: Knowledge of American political affairs is tested. Questions cover the party system, opportunities and roles of various types of citizens (by age, race, sex) in influencing political decisions, and government structure.

Form: The test contains 70 true-false statements. Examples follow below.

> Since 1940, the Republican party has had about the same number of followers as the Democratic party.
>
> In order to become a law, every bill must be passed by a two-thirds majority of both houses of Congress.*

Scoring and Interpretation: Directions for scoring and a sheet of answers are provided. Reliability scores for the test are given in the manual.

Time: Students would probably need 40 minutes to complete the test.

Comments: This test is published along with *Political Science Skills Test* (#275) as the *APB Achievement Test.* The test was constructed from a larger pool of items used to test the effectiveness of the experimental and first edition versions of the APB. The developers suggest that the test could be used as a final exam for students using the APB program, and as a pre- and post-test measure of student learning. Many of the items deal with facts frequently covered in other American government programs.

Cost: Package of 35 with manual - $8.25; Specimen set - $2.05.

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*Used with permission.

AMERICAN POLITICAL BEHAVIOR (UNIT TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: *American Political Behavior: Tests for Book One. American Political Behavior: Tests for Book Two.* Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173. Developed by Howard Mehlinger and John Patrick, High School Curriculum Center in Government, University of Indiana, Bloomington, Indiana.

Date: 1977

Grade Level: 9-12

Subject and Respondent: High school students

Variables: Student knowledge of the American political system is measured in terms of unit content areas: definitions and approaches to political behavior; similarities and differences in political behavior (affected by culture, socialization, socioeconomic status, and political alienation); elections and the behavior of voters; official political decision-makers (president, congress, supreme court justices, federal bureaucrats); unofficial political specialists (interest-group representatives, mass media, experts, political party leaders).

Form: Each of the variables tested above is a unit content area. Several forms of tests are given for each unit. All tests contain from 15-25 multiple-choice items per test. Examples of questions are given below.

The President decides to veto a bill sent by Congress for the President's signature. Which role is the president performing?

(a) Head of State, (b) Chief Legislator,
(c) Chief Justice, (d) Chief Executive.

Which of the following is the most accurate source of evidence about the political attitudes of Americans?

(a) Political documents, (b) The ideas of political party leaders, (c) *The Congressional Record*, (d) Attitude Surveys based on random samples.*

Scoring and Interpretation: Correct answers are printed on the ditto masters from which student copies will be made. The answers do not print when dittos are run. No instructions for scoring or interpretation are given.

Time: Each test form would probably require 10-15 minutes to complete.

Comments: The unit tests are designed to accompany specific curriculum materials of the American Political Behavior program. Many items may be useful in measuring student knowledge gained from other American political science courses as well.

Cost: Book One (Units 1-3) - duplicating masters - $16.50; Book Two (Units 4-5) - duplicating masters - $16.50.

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*Used with permission.

ASSESSMENT OF LAW-RELATED COMPETENCIES

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/Government

Other Category: STUDENT ATTITUDES: Political Attitudes

Source: *The American Way: Rules, Laws and You. An Assessment of Law-Related Competencies.* Pennsylvania Department of Education, Harrisburg, Pennsylvania 17126. ERIC Clearinghouse Access Number TM 006 104 (ED # not assigned as of publication). Robert L. Schell, Senior Program Advisor, Social Studies, coordinated the development and use of this instrument. Order from ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210.

Date: 1976

Grade Level: Available in three levels, K-4, 5-8, 9-12.

Subject and Respondent: Primary, intermediate, and secondary level students.

Variables: Most of the items in the three tests are intended to measure cognitive knowledge of various law-related concepts including: the nature and types of social groups, the need for laws and rules within and between groups, individual rights embodied in the U.S. Constitution, the process of law making, the role and nature of law enforcement, types of correctional institutions, and ways that society reinforces responsible behavior. A number of items, especially in the primary level test, focus on student attitudes in the following areas: developing understanding of other people's feelings, respecting other people and property, observing and obeying laws/rules, and valuing the democratic form of decision making.

Form: Each of the three tests consists entirely of multiple-choice items. The primary level contains 75 items, intermediate 66 items, and secondary 100 items. An example of a cognitive item is:

> The law most frequently broken by teenage boys is: (A) murder, (B) auto theft, (C) armed robbery, (D) arson.

An illustrative attitudinal item is:

> If you think a school rule is unfair and should be changed, you should: (A) Report it to the police, (B) Stay home from school as much as you can, (C) Write to your senator, (D) Discuss it with the teacher and principal.*

Scoring and Interpretation: There were provisions made for standardization and norming. The norms were based on the scores of 1321 students in grades K-12, drawn from the population of all schools which participated in the Law-Related Education Project. The distribution of raw scores showed in terms of the Z, T, percentile, stanine, and bar graph. The Kuder-Richardson reliability for tests were computed and the coefficients were satisfactorily high, ranging from .80 to .89 for secondary and intermediate levels and .75 for the elementary. In the item analysis, most items had difficulty index greater than .30 and discrimination index of +.40. Point-biserial correlation coefficients were computed to relate each item and total instrument distributions and the coefficient scores were satisfactory above .30. The items in the tests measured primarily 247 competencies of law-related education and each item can be identified by those competency codes.**

Time: Primary Level - 60 minutes, Intermediate - 45 minutes, Secondary - 45 minutes.

Comments: These three evaluation instruments were developed and refined over a three-year period as part of a law-related education project of the Pennsylvania State Department of Education. The tests were used during the 1976-77 school year as part of a statewide summative evaluation program.

Cost: Prices not available from EDRS at publication date.

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**Scoring and interpretation data on this instrument are not routinely available from the Pennsylvania State Department of Education. We, therefore, included the above information in our analysis. The data was provided to us by Robert L. Schell.

COOPERATIVE SOCIAL STUDIES TESTS: AMERICAN GOVERNMENT

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by The Educational Testing Service (ETS).

Date: 1964

Grade Level: 10-12

Subject and Respondent: High school students.

Variables: This is one of the tests in the "Cooperative Social Studies Tests" Series. This test focuses on student knowledge and understanding of the constitution and the organization and dynamics of the three branches of the federal government. Other topics include political parties, international relations, the United Nations, and the relationship between state and national governments. The test also measures application and interpretation skills. A matrix in the Handbook for the test series classifies each item of the test according to subject matter focus (Constitution and national government; state and local government; citizenship and political participation; government services, controls and finances; national defense and international relations; and skill (remembering, understanding, and analyzing).)

Form: The test comes in two equivalent forms (A and B). Each form contains 65 items, most of which are in some type of multiple-choice format. Some of the questions are accompanied by short reading passages, maps, or graphs.

Scoring and Interpretation: A Handbook for the entire "Cooperative Social Studies Tests" series provides extensive information on administration, scoring, interpretation, norms, content classification, validity, and reliability for all tests in the series including this one. Guidelines and suggestions for using the test results are also provided. Hand- and machine-scorable answer sheets are available. Machine scoring is available through ETS.

Time: 40 minutes (each form)

Comments: This test seems appropriate for a variety of uses, especially as an end-of-course indicator of achievement or as an indication of the level of knowledge and skill of students before beginning a course.

Reviewed or Evaluated in: CSE: 9-10 p. 169; 11-12 p. 168. TIP #2005

Cost: Specimen set - $3.50; Test booklets (package of 20) - $6.00 each; Handbook - $2.00; Student bulletin - $3.00/hundred.

COOPERATIVE SOCIAL STUDIES TESTS: CIVICS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by The Educational Testing Service (ETS).

Date: 1964

Grade Level: 8-9

Subject and Respondent: Junior high school students

Variables: This is one of the tests in the "Cooperative Social Studies Tests" series. This test focuses on student knowledge and understanding of political practices, the constitution, federal government structure, government services, and foreign affairs. The test also measures application and interpretation skills. A matrix in the Handbook for the test series classifies each item of the test according to subject matter focus (the constitution and national government; state and local government; citizenship and political participation; government services, controls and finances; national defense and international relations; and skill (remembering, understanding, and analyzing)).

Form: The test comes in two equivalent forms (A and B). Each form contains 70 items, most of which are in some type of multiple-choice format. Some of the questions are accompanied by short reading passages, maps, or graphs. One example is presented below.

> Which of the following is the most common argument in favor of establishing a uniform minimum voting age of eighteen?
>
> (A) People now receive more years of education than they did when most voting qualifications were established, (B) Uniformity of state election laws is desirable, (C) The obligation of military service should carry with it the privilege of voting, (D) It would increase the number of voters.*

Scoring and Interpretation: A Handbook for the entire "Cooperative Social Studies Tests" series provides extensive information on administration, scoring, interpretation, norms, content classification, validity, and reliability for all tests in the series including this one. Guidelines and suggestions for using the test results are also provided. Hand- and machine-scorable answer sheets are available. Machine scoring is available through ETS.

Time: 40 minutes (each form)

Comments: This test seems appropriate for a variety of uses, especially as an end-of-course indicator of achievement or as an indication of the level of knowledge and skill of students before beginning a course.

Reviewed or Evaluated in: CSE: 7-8 p. 139; 9-10 p. 169. TIP #2006

Cost: Specimen set - $3.50; Test booklet (package of 20) - $6.00 each; Handbook - $2.00; Student bulletin - $3.00/hundred.

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COOPERATIVE SOCIAL STUDIES TESTS: PROBLEMS OF DEMOCRACY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01867. Developed by The Educational Testing Service (ETS).

Date: 1964

Grade Level: 10-12

Subject and Respondent: High school students.

Variables: This is one of the tests in the "Cooperative Social Studies Tests" series. This test focuses on student knowledge and understanding of various current social, political, and economic issues and international problems related to the United States. Specific topics or concepts dealt with include taxes, finances, economic systems, government spending, the United Nations, employment, political systems, geographic areas, unions, and foreign aid. The test also measures application and interpretation skills. A matrix in the Handbook for the test series classifies each item of the test according to subject matter focus (international affairs and national defense, political problems, economic problems, and social problems) and skill (remembering, understanding, and analyzing).

Form: The test comes in two equivalent forms (A and B). Each form contains 65 items, most of which are in some type of multiple-choice format. Some of the questions are accompanied by short reading psssages, maps, or graphs. One example is presented below.

> An increase in personal income in the United States would be least likely to produce inflation if it were accompanied by
>
> (A) an increase in the supply of currency, (B) tax reductions, (C) an increase in the supply of goods, (D) a reduction of rediscount rates.

Scoring and Interpretation: A Handbook for the entire "Cooperative Social Studies Tests" Series provides extensive information on administration, scoring, interpretation, norms, content classification, validity, and reliability for all tests in the series including this one. Guidelines, and suggestions for using test results are also provided. Hand- and machine-scorable answer sheets are available. Machine scoring is available through ETS.

Time: 40 minutes (each form)

Comments: This test seems appropriate for a variety of uses, especially as an end-of-course indicator of achievement or as an indication of the level of knowledge and skill of students before beginning a course.

Reviewed of Evaluated in: CSE: 9-10 p. 170; 11-12 p. 168. TIP #2007

Cost: Specimen set - \$3.50; Test booklets (package of 20) - \$6.00 each; Handbook - \$2.00; Student bulletins - \$3.00/hundred.

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GOVERNMENT IN OUR REPUBLIC: ANSWER KEY FOR TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: The Macmillan Company, 866 Third Avenue, New York, New York 10022. Developed by Russell F. Farnen, Jr.

Date: 1971

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: The tests are designed to measure student knowledge of fundamental facts, concepts, and political understanding, and evaluate the student's ability to apply what he has learned about politics to different situations. Questions are based on the 29 chapters in the text, *Government in Our Republic* (Brown, Farnen, and Peltier, 1971). Tests cover such topics as citizenship, civil liberties, congress, the President, the federal bureaucracy, courts, public opinion, political parties, state governments, poverty, banking, transportation, and foreign policy.

Form: Each test consists of ten to 15 multiple-choice items and three essay questions. The test on cities and local government includes the following item: Local government is responsible for which of the following:

> (A) Public education and community welfare, (B) Fire protection and zoning regulations, (C) Sanitation and water supplies, (D) Regulation of public telephone and communications media, (E) Police protection and traffic control.*

Many of the items have more than one answer. This is made clear to students in the directions at the beginning of each test.

Scoring and Interpretation: Answers to each objective question are given, with references to where the information may be found in the text. Additional guidelines for scoring and interpretation are suggested in the "To the Teacher" section.

Time: No specific length of time is suggested. Most tests, however, could probably be completed within a 45-minute period.

Comments: These tests were developed to accompany each chapter of the *Government in Our Republic* textbook. Some of those items refer to specific case studies in the book. Most of the items, however, deal with general knowledge applicable to most traditional American government courses.

Cost: Tests - List $3.00, School $2.25; Key - List $3.80, School $2.85.

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*Farnen, Russell F., Jr. *Government in Our Republic: Answer Key for Tests*, 1971.edition. Brown, Farnen, and Peltier. The Macmillan Company New York, New York. Used with permission of the publisher.

GOVERNMENT/OBJECTIVE TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: The Perfection Form Company, 100 North 2nd Ave., Logan, Iowa 51546.

Date: 1970

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Student knowledge of the events, people, processes, and organization of American government. Five unit tests and one final exam cover the following topics (which are also the titles of the unit tests): Fundamentals of Government, The Executive Branch (Political Parties and Election), The Legislative Branch, The American Judiciary System and Civil Liberties, and American Government - State and Local Government.

Form: The final exam consists of 100 items, while each of the unit tests contains 75. Each test is composed of true-false, multiple-choice, and matching items. An example of the first two types of questions is provided below.

> All states have a presidential primary.
>
> Headline saying "Mayor eats lunch in workers' canteen" is an example of (a) name calling, (b) band wagon, (c) glittering generalities, (d) card staking, (e) plain folks.*

Scoring and Interpretation: No manual is available for scoring and interpretation guidelines. Hand- and machine-scorable answer sheets accompany the tests.

Time: Suggested or required time is not indicated. Each unit test would probably take from 40-50 minutes, while the final test might take 50-60 minutes.

Comments: Although the tests do stress recall of terms, people, rules, and processes, some of the items also test conceptual understanding (as indicated by the second example provided above).

Reviewed or Evaluated in: TIP #2008

Cost: 6 tests (one copy each) - $2.95.

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GOVERNMENT, THE AMERICAN SYSTEM (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: Russell F. Farnen, Jr., *Teacher's Guide and Tests to Government, the American System*. The Macmillan Company, 866 Third Ave., New York, New York 10022.

Date: 1973

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: Seventeen chapter tests measure student knowledge of political science. Content includes the democratic system, governmental structure, citizenship, political parties, money and the economy, and foreign policy.

Form: Seventeen tests are provided, each containing ten multiple-choice items and one essay question. Examples follow below.

> The major difference between organization and insurgent candidates is that insurgents cannot:
>
> (A) run in one-party states, (B) expect to receive party support, (C) circulate nomination petitions, (D) run in party primaries.
>
> List the powers of taxation and describe at least three kinds of taxes.*

Scoring and Interpretation: Correct answers are indicated in the Teacher's Guide. No interpretation information is given.

Time: Each test might take 20-25 minutes.

Comments: The tests are specific chapter tests for the curriculum cited above. Teachers covering similar content may find the items useful.

Cost: Teacher's Manual free with purchase of text; Softbound - List $5.40, School $4.05.

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*Farnen, Russell F. Jr., *Teacher's Guide and Tests to Government, the American System*, 1973. The Macmillan Company, New York, New York. Used with permission of the publisher.

NATIONAL ACHIEVEMENT TESTS: AMERICAN HISTORY - GOVERNMENT PROBLEMS OF DEMOCRACY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/Government

Other Category: COGNITIVE KNOWLEDGE [Achievement]: History (United States History)

Source: Acorn Publishing Company, Rockeville Centre, New York. Developed by Vincent McGarrett. Order from Psychomatric Affiliates, P. O. Box 3167, Munster, Indiana 46321.

Date: 1966 (Form A) 1958 (Form B)

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Student knowledge of key facts, terms, events, and people related to the following American history and government topics: growth of a national spirit, growth of democracy, the Constitution, foreign policy, and economic, judicial, and social problems.

Form: The test comes in two forms (A and B). Each form consists of 100 multiple-choice items divided into five sets of 20 questions according to the topics listed above. One item is provided below as an example.

"Filibustering" in Congress means:

(a) sending out mail without postage, (f) rearranging Congressional Districts, (n) excessive debate on a bill, (x) rejecting presidential appointments.*

Scoring and Interpretation: A class record sheet is provided which also includes directions for administering, scoring, and norms. A Teacher's Guide is also available which provides reliability and validity data, and suggestions for interpreting the scores.

Time: 40 minutes (each form)

Comments: This is primarily a recall test developed initially in 1942 as a standardized achievement test for survey courses in American history and government.

Reviewed or Evaluated in: CSE 9-10 p. 171; 11-12 p. 170. TIP #1936

Cost: Specimen set - $2.00; Tests - 25/$5.00, 100/$19.00.

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PROBLEMS OF DEMOCRACY (CHAPTER AND FINAL TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Dunwiddie. *Problems of Democracy: Chapter and Final Tests.* Ginn and Company, P. O. Box 2649, Columbus, Ohio 43216.

Date: 1974

Grade Level: 10-12

Subject and Respondent: Students in grades 9-12.

Variables: The 25 chapter tests measure content knowledge in areas including mental health, family living, career choice, education, leisure, prejudice and crime, business relations, economic productivity, conservation, civil liberties, government structure, foreign policy, city problems, and population problems.

Form: Each of 25 chapter tests contains 25 items, a mixture of multiple-choice, matching, and essay questions. A final examination contains 100 multiple-choice items. Examples follow below.

> In view of existing taxes, the poor, in proportion to their income,
>
> (A) pay more taxes than the rich, (B) pay about the same taxes as the rich, (C) pay less in taxes than the rich, (D) pay very little in taxes.
>
> Should those who oppose the freedom of others be given freedom of speech themselves? Explain your views.*

Scoring and Interpretation: A Teacher's Key gives correct answers for all objective questions.

Time: Each chapter test probably would take 30-45 minutes. The final exam may take an hour.

Comments: The tests are specific measures of content in the curriculum cited above. Teachers covering similar content may find the items useful for testing in their own programs.

Cost: Chapter and final tests, one set - $1.62; 20 sets with Teacher's key - $32.05; Teacher's key - $.45.

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*From *Chapter and Final Tests for Problems of Democracy, New Edition,* by William E. Dunwiddie, © Copyright, 1967, by Ginn and Company (Xerox Corporation). Used with permission.

THE PROCESS OF AMERICAN GOVERNMENT: OBJECTIVES, TEACHING TECHNIQUES, AND EVALUATION PROCEDURES (PERFORMANCE EVALUATION ACTIVITIES)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/Government

Source: Bernard Feder. *The Process of American Government: Objectives, Teaching Techniques, and Evaluation Procedures.* Noble and Noble Publishers, Inc., 1 Dag Hammarskjold Plaza, New York, New York 10017.

Date: 1972

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: These unit tests are designed to measure student understanding of the workings of American government. There are 14 areas of government covered by the tests. These include voting, public opinion, political parties, congress, presidential elections, the Supreme Court, fundamental freedoms, and due process.

Form: Each of the 14 units includes a Performance Evaluation Activity. Generally, these consist of one to three sections. In some cases the entire test consists of an essay, an activity, or short-answer items. In other cases, one section might consist of an essay item while the rest of the test includes true-false, matching, or multiple-choice questions. An example of a true-false item from the unit on presidential elections is, "The electoral college always elects the candidate with the highest popular vote."*

Scoring and Interpretation: No guidelines for scoring and interpretation are given.

Time: No suggested length of time for completing the tests is mentioned. However, most of the tests could probably be completed within a 45-minute period.

Cost: List - $3.20; Net school - $2.40.

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PUBLIC CONTROVERSY ANALYSIS TEST IA: LEGAL, POLITICAL, AND ECONOMIC CONCEPTS IN AMERICAN GOVERNMENT

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/Government

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: M. Levin, F. M. Newmann, and D. W. Oliver. *Final Report, A Law and Social Science Curriculum Based on the Analysis of Public Issues*. Harvard University, Cambridge, Massachusetts 02138. ERIC ED 033 969, pp. 333-339.

Date: 1969

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Understanding is measured of several important ideas and concepts which are used to describe the workings of the American legal, political, and economic systems.

Form: The test contains 23 multiple-choice items and nine matching items. In the matching activities, respondents match a statement to one of several legal categories. For example, given the statement, "The Massachusetts legislature lowers the minimum voting age to 18," respondents indicate which legal category it represents: "administrative law," "judge-made law," "constitutional law," or "statutory law."*

Scoring and Interpretation: No instructions for scoring or interpretation are given.

Time: Directions to the student indicate that they have the entire class period to work on the test. This implies a time period of about 30 minutes.

Comments: Teachers familiar with political science, economics, and some law will be able to score the test without difficulty. It may be useful as a source of items for programs in related areas, if it is not useful in entirety as it is.

Cost: Microfiche - $1.50; Hard Copy - not available from EDRS.

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*Used with permission.

PUBLIC CONTROVERSY ANALYSIS TEST IB: GENERAL VALUES AND POLITICAL AND ECONOMIC CONCEPTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/Government

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: M. Levin, F. M. Newmann, and D. W. Oliver. *Final Report, A Law and Social Science Curriculum Based on the Analysis of Public Issues*. Harvard University, Cambridge, Massachusetts. ERIC ED 033 696 - #5 of 6 fiche, pp. 341-344.

Date: 1969

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Understanding is measured of value conflicts and certain aspects of the political and economic process in America and in other countries. Areas covered are freedom of expression, business, and ideas and people.

Form: The test contains 17 matching items and eight multiple-choice items. The matching items involve reading a statement and matching it to one of several values. For example, given the statement "When a hostile crowd gathered and started to threaten the speaker, the police moved in and broke up the demonstration," the respondent must choose one of five values in which the freedom of expression is in conflict: community morals, due process of law for people in court actions, national defense, personal privacy.* The multiple-choice items present quotations and respondents select the person most appropriate as the speaker.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Directions to the student indicate that he has the entire class period to work on the test. This suggests a time period of about 30 minutes.

Comments: Scoring would be quite easy for a teacher in political science and economics fields.

Cost: Microfiche - $1.50; Hard copy not available from EDRS.

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*Used with permission.

SARE-SANDERS AMERICAN GOVERNMENT TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by Harold V. Sare and M. W. Sanders.

Date: 1964

Grade Level: 9-12 (college)

Subject and Respondent: Students in grades 9-12 and in elementary college courses.

Variables: Student knowledge of theoretical and factual information in American government. Topics covered include: the organization, powers, and dynamics of the three branches of the federal government; the development and nature of the Constitution; and the development and nature of political parties. Form B differs somewhat from Form A in stressing more economic facts and some state government and politics.

Form: Form A consists of 125 multiple-choice items; Form B consists of 100 multiple choice items. Two examples are provided.

> Which one of the following states is generally dominated by the Democratic party?
>
> (1) Kansas, (2) Nebraska, (3) Iowa, (4) Oklahoma
>
> The final judge as to whether or not a law is constitutional is the:
>
> (1) President, (2) Congress, (3) Supreme Court,
> (4) Court of Appeals.*

Scoring and Interpretation: A short Manual of Directions provides administration, scoring, and interpretation instructions. Reliability and validity information is also presented. Answer keys accompany the tests.

Time: 40 minutes (each form)

Comments: This test was developed for use as an achievement test in high school or college classes. Norms reported are based on scores of high school students engaged in a one-year government course.

Reviewed or Evaluated in: CSE: 9-10 p. 170; 11-12 p. 168. TIP II: # 2013

Cost: Tests - $.15 each; Keys - $.20 each; Manual - $.20.

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*Used with permission of the developers.

SARE-SANDERS CONSTITUTION TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by Harold V. Sare and M. W. Sanders.

Date: 1964

Grade Level: 9-12 (college)

Subject and Respondent: Students in grades 9-12 and college classes.

Variables: Student knowledge of all aspects of the U.S. Constitution, including designated authority of the three branches of the federal government, the relationship to the states, provisions of the amendments, and key people in the development and application of constitutional principles.

Form: Form A consists of 125 multiple-choice items; Form B consists of 120 multiple-choice items. Two examples are provided.

> The Speaker of the House of Representatives is:
>
> (1) politically neutral, (2) leader of the majority party, (3) leader of the minority party, (4) Vice-President of the United States
>
> The famous antitrust act is the:
>
> (1) Taft-Hartley Act, (2) McMahon Act, (3) Sherman Act, (4) Lindberg Act.*

Scoring and Interpretation: A short Manual of Instructions provides administration, scoring, and interpretation instructions. Reliability and validity information is briefly presented. Answer keys accompany the tests.

Time: 40 minutes (each form)

Comments: This test was designed as an achievement test for a one- or two-semester government course stressing the Constitution. Since it was developed in 1964, some of the items are outdated. For example, two questions ask for the salaries of Senators and Representatives. Another item asks what the last amendment is.

Reviewed or Evaluated in: CSE: 11-12 p. 168. TIP II: #2014

Cost: Tests - $.15 each; Keys - $.20 each; Manual - $.20.

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*Used with permission of the developers.

1.4 Economics

THE AMERICAN ECONOMY, ANALYSIS, ISSUES, PRINCIPLES (PROGRESS TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Sampson, Mortenson, and Marienhoff. *The American Economy, Analysis, Issues, Principles*. Houghton Mifflin Company, 1900 Batavia Avenue, Geneva, Illinois 60134.

Date: 1972

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Twenty chapter tests and two final exams measure knowledge of chapter content and skill in interpreting graphs, charts, and tables. Chapter titles are: "What Economics is All About," "How Wants Lead to Production," "Prices in a Free Market Economy," "Uses and Rewards of the Factors of Production," "The Family as a Consuming Unit," "Managing the Family's Finances," "Investing for Family Security," "Insurance Against Family Hardships," "How Business is Organized for Production," "Competition, Monopoly, and Government Regulation," "Agriculture in a Changing Environment," "Union and Nonunion Labor," "National Wealth and Income," "Government Services and Taxation," "Economic Instability: Inflation and Recession," "Monetary and Fiscal Policies for Stabilization and Growth," "American Capitalism and Alternative Economic Systems," "Aid to the Developing Economies," "International Trade and Finance," and "The Future of the American Economy."

Form: The 20 chapter tests contain primarily multiple-choice items. Some include short-answer types based on charts, graphs, and tables. The two final exams include both multiple-choice and short-answer questions. The chapter tests average 35 items. The final exams have more.

Scoring and Interpretation: Answers are printed on the teacher's master ditto sheet. No interpretation information is given.

Time: The tests probably would take 20-30 minutes each.

Comments: These tests were developed specifically to accompany the chapters in the economics program, *The American Economy*. However, some items may be useful to teachers presenting similar content under their own programs.

Cost: Progress Tests on duplicating masters - $21.60; Instructor's Guide and key - $3.99.

CONSUMER ECONOMIC PROBLEMS (ACHIEVEMENT TESTS)

Major Category: COGNITIVE KNOWLEDGE: [Achievement]: Economics

Other Category: COGNITIVE KNOWLEDGE: Special Topics (Consumer Education)

Source: R. Warmke, E. Wyllie, W. Wilson, and E. Eyster. *Consumer Economic Problems*. South-Western Publishing Company, Cincinnati, Ohio.

Date: 1971

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Nine tests cover content in 32 chapters, divided into 9 sections. Section test titles follow with chapter content indicated in parentheses: Economics and the Consumer (1-3), The American Economy and Business Enterprise (4-8), The American Economy and Financial Institutions (9-11), National Income and Controls (12-14), Economic Growth, Stability, and International Trade (15-18), Money Management (19-23), The Consumer and the Market (24-26), Protection Through Insurance (27-30), Problems of Obtaining a Home (31-32).

Form: Nine tests containing multiple-choice and true-false items are provided. Items range from 45 to 100 per test. Examples follow below.

> The process of allocating or distributing goods and services is called economizing. (T/F)
>
> Without express agreement to the contrary, a tenant in most states is required to:
>
> (A) make improvements, (B) pay fire insurance premiums, (C) make repairs, (D) make both improvements and repairs.*

Scoring and Interpretation: Separate answer keys are provided for each test.

Time: Students probably would need 20-40 minutes to complete each test, depending on the number of items.

Comments: The tests are designed to measure content of specific chapters in the Consumer Economic Problems curriculum. Section tests may be useful for teachers using other curricula which teach economics from a consumer perspective.

Cost: List - $.44; Net - $.33.

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*Used with permission.

COURSE IN ECONOMICS: MULTIPLE-CHOICE TESTS, UNITS 1-14

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: Meno Lovenstein et al. *Final Report, Development of Economics Curriculum Materials for Secondary Schools*. The Ohio State University, Columbus, Ohio 43210. ERIC ED 014 430, pp. 833-43.

Date: 1966

Grade Level: 9 (9-12)

Subject and Respondent: High school students.

Variables: The test measures student knowledge of concepts taught in 14 units. These cover goods and services, human resources, allocation of resources, value and price of goods, Consumer Price Index, Gross National Product, circulation of monies, reserves, and the Federal Reserve System.

Form: Three multiple-choice tests cover the content of units 1-6, 7-11, and 12-14. Each test contains approximately 22 items, some of which are based on tables of statistics.

Scoring and Interpretation: Correct answers are indicated on the Report copy of the tests. No other scoring or interpretation information is given.

Time: Each test probably would take about 15 minutes.

Comments: The tests, being unit tests, are specifically related to the content of the program identified above. However, many items may be applicable to other curricula focusing on the same content areas.

Cost: Microfiche - $3.50; Hard Copy - $36.68.

ECONOMICS: AN ANALYTICAL APPROACH, NEW EDITION (TESTS IN ECONOMICS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: David Meyers, *Tests in Economics to Accompany Economics: An Analytical Approach, New Edition*. Ginn and Company, P. O. Box 2649, Columbus, Ohio 43216.

Date: 1974

Grade Level: 11-12

Subject and Respondent: High school students.

Variables: Ten unit tests and a final exam measure knowledge of content of the economics program identified above. Interpretation of graphs and charts is also tested. Unit titles are: "The Nature of Economics," "Factors of Production," "Process of Production," "Distribution of Income," "Consumption and Economic Security," "Government Finance," "Money and Banking," "The Search for Economic Stability," "International Trade and Finance," "Our Economic System in the World Today."

Form: The ten unit tests and one final exam are predominantly multiple-choice with some true-false and fill-in-the-blank items. Each unit test has 60 items. The final exam has 80. Examples of items follow below.

The hope for profit and fear of loss provide incentives for:

(A) good management, (B) risk taking, (C) innovation, (D) all of the above.

Controls on foreign exchange help people to satisfy their wants more freely than they would without controls. (T/F)

Another name for the European Economic Community is the European ____________.*

Scoring and Interpretation: A teacher's key contains correct answers. No interpretation information is given.

Time: Each unit test probably would take 45 minutes. The final exam may take 50-60 minutes.

Comments: These tests were developed specifically to measure content of the units cited in the curriculum above. However, sections or individual items may be of use to teachers developing their own tests for similar economics content.

Cost: Tests - $1.45 per set; Key - $.45.

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*From *Tests in Economics to Accompany Economics: An Analytical Approach, New Edition*, by David Meyers, © Copyright, 1974, 1969, by Ginn and Company (Xerox Corporation). Used with permission.

ECONOMICS IN SOCIETY (EIS)--UNIT TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: S. Helburn, J. Sperling, R. Evans, and J. Davis. *Economics in Society*, Instructor's Guides. Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025.

Date: 1974-77

Grade Level: 10-12

Subject and Respondent: High school students.

Variables: Facts and concepts from five units in the EIS program are measured: *Concepts and Institutions*, *National Economic Policy*, *Industry Performance*, *Communist Economies*, and *Third World*

Economies. Skills in application of concepts and interpretation of charts and graphs are also tested.

Form: Three separate sections contain the tests for the five units listed above. The test for "National Economic Policy" contains 122 items of mixed format, mostly multiple-choice. There are a few matching items. The test for "Industry Performance" contains 132 items, mostly multiple-choice with a few matching. The test for "Concepts and Institutions" contains 191 items, mostly multiple-choice with a few matching. Examples follow below.

> Joan Burke buys 100 shares of stock in X corporation at $100 per share. The stockbroker tells her that it probably will go up at least 10% in the next year. She is guaranteed a capital gain of at least (1) $10; (b) $100, (c) $1000; (d) since the stock market is speculative, she has no guarantee.
>
> Which of the following is not one of the major market structure characteristics used to classify markets? (a) elasticity of demand; (b) concentration; (c) barriers to entry; (d) product differentiation?*

Scoring and Interpretation: Correct answers are provided in the Instructor's Guides.

Time: Each test probably would take 45-60 minutes.

Comments: These tests were designed to accompany specific units in the economics curriculum cited above. However, some items may be useful to teachers presenting similar content. The items (and content) are definitely of senior high school level.

Cost: Instructor's Guide - List, $5.04; Net, $3.78.

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*Used with permission.

ECONOMICS/OBJECTIVE TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: The Perfection Form Company, 100 North 2nd Avenue, Logan, Iowa 51546.

Date: 1970

Grade Level: 11-12

Subject and Respondent: Senior high school students.

Variables: Student knowledge of facts, terms, key people, and concepts in economics. A final test and four unit tests cover the following topics (which are also the titles of each unit test): Money, Banking and Insurance, Concepts in Economics, Price, Income and Personal Growth, and International Trade.

Form: The final test consists of 100 items, while each of the unit tests contains 75. Each test is composed of true-false, multiple-choice, and matching items. Examples of the first two types are provided below.

> The United States is a mixed economic system.
>
> When the standard of living goes up (a) low income families suffer most, (b) more money will be saved, (c) middle income families will suffer most, (d) less money will be spent on luxuries, (e) high income families suffer most.*

Scoring and Interpretation: No manual is available for scoring and interpretation guidelines. Hand- and machine-scorable answer sheets are provided.

Time: Suggested or required time is not specified. The final test probably would take from 50-60 minutes, while each unit test might require 40-50 minutes.

Reviewed or Evaluated in: TIP #1964

Cost: 5 tests (one copy each) - $2.45.

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ECONOMICS PRE-TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: *Final Report of Aptos School's Project Future.* Pajaro Valley Unified School District, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Students in grades 7-9.

Variables: Student knowledge is measured of general terms and concepts of the American system of economics.

Form: Fifteen multiple-choice items comprise the test. An example follows below.

> Which two of the following four items would be representative of the Modified Free Market System?
>
> (A) State ownership, (B) Freedom to make profits, (C) Freedom to bargain collectively, (D) Low income tax and high income tax.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: The test probably would take 5-10 minutes.

Comments: The test was developed as a pretest to a unit on economics. Items may be useful to teachers for similar purposes, or for use in tests after related content has been studied.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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*Used with permission.

ECONOMICS TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: *Final Report of Aptos School's Project Future.* Pajaro Valley Unified School District, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Students in grades 7-9.

Variables: Student knowledge is measured of general concepts and principles of economics as a system in the United States.

Form: The instrument contains 25 multiple-choice questions. An example follows below.

> Which of the following is not a governmental service that would aid in keeping our economy stable? (A) The provision and protection of transportation routes, (B) The provision

and supervision of the money supply, (C) The protection and definition of property, (D) The provision requiring safety devices must be installed in factories.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: The test probably would take 15-20 minutes.

Comments: The test was developed to cover content in a specific curriculum, but items may be useful to teachers covering similar content under their own programs.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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ECONOMICS: PRINCIPLES AND APPLICATIONS (ECONOMICS ACHIEVEMENT TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: John W. Kennedy and Arthur R. Olsen. *Achievement Tests for Use with Economics: Principles and Applications.* South-Western Publishing Company, Cincinnati, Ohio.

Date: 1972

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Six tests and a final exam measure content knowledge of nine units. Unit titles, with the number of the test in which content is measured, are: Our Economic System (1), Production of Goods and Services (1), Price Determination (2), Distribution of National Income (3), Money, Credit and Banking (4), National Income - Growth and Stability (4), Government Finance and Taxation (5), International Economic Problems (5), Personal and Domestic Economic Problems (6).

Form: The six unit tests contain a mixture of true-false, matching, multiple-choice, and application items. The tests have between 80 and 95 items each. The final exam contains 125 items of similar mixed format. Examples follow below.

Automobile insurance premiums are uniform geographically for persons of the same age and sex. (T/F)

When the general level of prices increases, wages tend to (A) decrease, (B) increase but more rapidly than prices, (C) increase but less rapidly than prices, (D) remain unchanged.*

Scoring and Interpretation: A scoring key is provided. No interpretation information is given.

Time: Each test probably would take an hour, or a whole class period. The final exam might take an hour and a half.

Comments: These tests were developed specifically to accompany unit content of the program cited above. However, teachers of similar content may be able to use some sections or items for their own course evaluation.

Cost: List - $.48; Net - $.36.

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FINAL REPORT ECON 12 (LESSON EXAMINATIONS AND FINAL EXAMINATION)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: J. A. Sperling and S. E. Wiggins. *Final Report ECON 12: To Design and Evaluate a 12th Grade Course in the Principles of Economics*. San Jose State College, San Jose, California 95192. ERIC ED 028 093 (Appendix C).

Date: 1966

Grade Level: 12

Subject and Respondent: Seniors in high school.

Variables: Tests on seven lessons are provided. Lesson titles are: "A First Look at Economics," "Economic Progress and Organizing Production," "Exchange: Money, Credit and Financial Capital," "Economic Organization of Society," "An Introduction to Macroeconomics," "Economic Goals and Economic Organization," and "Economics, Science and Social Science." A final exam on three units is provided also.

In addition to focusing on knowledge and application of concepts these tests deal with the skills of explaining and interpreting.

Form: Three tests and a final examination are provided. Each test covers several lessons in the general introduction unit and consists of 50 multiple-choice items. The final examination covers all four units in the course and consists of 82 multiple-choice items and three essay questions. Examples of the multiple-choice items are provided below.

> An economic system is: (a) a set of production institutions, (b) that part of the political system concerned with economic problems, (c) all the economic institutions in a society and the exchange relations between them, (d) none of the above.
>
> GNP and National Income are both measured in money units because: (a) this is the only possible measure, (b) national income theory makes it necessary, (c) it looks more impressive to measure the dollar value of something, (d) it is a way of measuring all output and income by a common unit of measurement.*

Scoring and Interpretation: Correct answers are indicated in Appendix C of the source.

Time: The lesson tests probably would take 30 minutes. The final exam might take 45-50 minutes.

Comments: These tests were developed to accompany a specific, experimental curriculum in economics. Teachers might find the items useful in courses with similar content.

Cost: Microfiche - $1.25; Hard Copy - $13.55. (Order from EDRS.)

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MANPOWER AND ECONOMIC EDUCATION: TEST OF UNDERSTANDING

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Robert L. Darcy and Phillip E. Powell. *Teacher's Manual. Manpower and Economic Education: A Personal and Social Approach to Career Education.* Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222. (Appendix B).

Date: 1974

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: The instrument measures student understanding of manpower economics in terms of work and wages, goods and services, unemployment, and leisure time.

Form: The test contains 25 multiple-choice items.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students would probably require 20 minutes to complete the test.

Comments: The instrument is designed to measure cognitive knowledge of concepts in the area of economics related to manpower. It probably could be used successfully only in relation to courses with similar manpower-oriented content. Results of classroom evaluation of the *Manpower* materials, which use this instrument, are provided in Appendix D of the Teacher's Manual.

Cost: The manual which contains this instrument is $5.00 paperbound and $7.00 clothbound.

MODERN ECONOMICS TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02107. Developed by Morris G. Sica, Sylvia Lane, and John D. Lafky.

Date: 1971

Grade Level: 10-12, college

Subject and Respondent: Students in grades 10-12 or college students.

Variables: The test measures basic knowledge of economic problems and issues related to national income, monetary and fiscal policy, price system, and international economics and economic development. Graph interpretation skills are also tested.

Form: The test contains 45 multiple-choice items. An example follows below.

> In an economic recession, government policy should try to: (A) increase the net national product, (B) decrease the net national product, (C) hold the line on the growth rate, (D) increase taxes that are progressive in nature.*

Scoring and Interpretation: An answer key is provided for hand scoring, and machine scoring is available through the publisher. This is described in the Teacher's and Administrator's Manual, along with a discussion of the meaning, interpretation, and uses of test scores.

Time: Forty-five minutes should be allowed for the test.

Comments: In addition to evaluation of student knowledge, the test can be used by teachers to assess their own areas of strength or weakness. The items also can be used as discussion foci. The Manual provides detailed comments on score meaning and interpretation, discusses reliability and validity, and gives a bibliography of relevant high school and college texts in economics.

Reviewed or Evaluated in: TIP II: #1966

Cost: Test booklets (package of 35) - $12.60; MRC answer sheets (package of 35) - $6.60; MRC answer sheets (package of 500) - $51.75; MRC hand-scoring mask - $.90; Administrator's manual - $.90; Class record sheets - $2.40; Examination kit - $1.50.

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PRIMARY TEST OF ECONOMIC UNDERSTANDING

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: Bureau of Business and Economic Research, College of Business Administration, The University of Iowa, Iowa City, Iowa 52242. Developed by Donald G. Davison and John H. Kilgore. Also available from Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

Date: 1971

Grade Level: 2-3

Subject and Respondent: Students in primary grades 2-3.

Variables: The test measures five major economic generalizations with related understanding, concepts, and subconcepts. Major concepts include scarcity, choice making, opportunity cost, versatility, marketplace, factor ownership, business firm, production, household, money income, and government.

Form: The test contains 64 yes-no statements which make up a matched-pair set of 32 items. Students mark "yes" or "no" to each of the 64 items, unaware of the matched pair nature of the test. Examples of the matched pair items follow below.

31. Materials, tools, and equipment are productive resources.
63. Workers and land are the only productive resources.*

Scoring and Interpretation: Directions for scoring and interpretation are included in the Examiner's Manual. Scoring involves checking answers on each item in each matched pair. Students get the entire item right only if each component item has been answered correctly.

Time: A period of approximately 40 minutes is required for the test.

Comments: The major use of the test is as an instructional tool with which teaching strategies and materials can be evaluated. As a pre-test, it might show areas of weakness in a beginning class of economics. It will probably be more useful as a posttest. It can also be used as guidelines for evaluating and adopting curriculum material for classroom use. The Manual describes test development, standardization, reliability, and validity. Two other economic tests are published by the Joint Council on Economic Education, but were not available in time to be analyzed here. They are JUNIOR HIGH SCHOOL TEST OF ECONOMICS and TEST OF UNDERSTANDING IN COLLEGE ECONOMICS.

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TEST OF ECONOMIC UNDERSTANDING

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: Science Research Associates, Inc., 259 East Erie St., Chicago, Illinois 60611. Developed by the Joint Council on Economic Education.

Date: 1963

Grade Level: 9-12, adult

Subject and Respondent: Students in grades 9-12, and adults.

Variables: The test assesses understanding of the basic economic concepts essential for good citizenship. It covers content including what the economy produces and how, economic growth and stability, distribution of income, and a comparison of economic systems.

Form: Two forms, A and B, are available. Form A contains 50 multiple-choice items; Form B contains 44 multiple-choice items. Several items in each form rely on graph and chart interpretation.

Scoring and Interpretation: An *Interpretive Manual and Decision Guide* (1964) provides a scoring key for hand scoring, information about machine scoring, and a section on interpreting test scores. Technical data is also presented.

Time: Each form takes 40 minutes.

Comments: The two forms are recommended as a pre- and post-test. Form A tests economic understanding which students may have acquired outside of formal courses of study. Both forms can be used as study guides, also. The manual contains an item discussion guide for each form. It provides a brief rationale for including each item and explains the correct answers.

Reviewed or Evaluated in: CSE: 9-10 p. 168; 11-12 p. 167. TIP: #1968

Cost: 20 tests - $3.00; 100 IBM scorable answer sheets - $4.00; Scoring stencil - $.25; Manual - $.35; Specimen set - $.75.

TEST OF UNDERSTANDING IN PERSONAL ECONOMICS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

Date: 1971

Grade Level: 9-12

Subjects and Respondent: Students in grades 9-12.

Variables: The test measures understanding and application of economic concepts and principles to personal decisions, and emphasizes the interrelatedness of economic matters, both personal and social.

Form: Fifty multiple-choice items comprise the test. An example follows below.

> A student who spends less money to buy records and uses this money to buy more books when he realizes records are giving him decreasing satisfaction is probably applying the principle of: (A) comparative advantage, (B) supply and demand, (C) diminishing returns, (D) laissez-faire.*

Scoring and Interpretation: Instructions for hand scoring, use in the classroom, and technical data for interpretation are included in the Interpretive Manual and Discussion Guide.

Time: The test can be completed within 45 minutes.

Comments: A rationale for each item is included in the manual, which allows the instrument to be used as a discussion focus. It can also be used as a posttest to a curriculum covering related content. The test items are appropriate for use in home economics, business education, or social studies curricula.

Reviewed or Evaluated in: TIP #1971

Cost: Test booklets (package of 25) - $6.00; Interpreter's manual and discussion guide - $2.00.

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UNIT TESTS [ECONOMICS]

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: *Final Report of Aptos School's Project Future.* Pajaro Valley Unified School District, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Students in grades 7-9.

Variables: Content of two units, Introduction to Comparative Economic Systems, and What and How In a Market Economy, is measured.

Form: Two unit tests are provided. Each contains ten multiple-choice questions, two of which are based on table and graph statistics. An example follows below.

> When considered in relationship to costs, the term "value" means: (a) How much something is worth, (b) The usefulness, importance, or worth of one thing compared to other things, (c) How much money it takes to buy one item compared to another, (d) How much one is willing to give up to get something.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Each test probably would take five minutes.

Comments: Items may be of use to teachers presenting introductory economics content similar to that of the two units described.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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1.5 Geography

COMMUNITIES AND SOCIAL NEEDS (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Other Category: COGNITIVE KNOWLEDGE [Achievement]: World Cultures (Culture)

Source: *Communities and Social Needs*. Laidlaw Social Science Program: Concepts in Social Science, Laidlaw Brothers, A Division of Doubleday and Company, River Forest, Illinois 60305.

Date: 1974

Grade Level: 2-3

Subject and Respondent: Students in grades 2-3.

Variables: These tests focus on student knowledge of the nature and types of communities; political, economic, and social needs of communities; various specific communities in the world such as Mexico, Puerto Rico, Alaska, Japan, and the United States; and map symbols.

Form: This booklet consists of eight unit tests and a final test. Each test consists of 20-25 multiple-choice and true-false items. Some questions have more than one correct answer. For example:

> Which of the words below name things all farm communities have? (1) people, (2) buildings, (3) cotton plants, (4) land.*

Scoring and Interpretation: No information is provided.

Time: Each test would probably require 10-15 minutes.

Comments: These tests are designed to accompany specific content areas of the *Communities and Social Needs* program. Teachers may be able to adapt the items to fit their own course needs.

Cost: $.72 for each booklet.

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*Used with permission.

GEOGRAPHY ACHIEVEMENT TEST (PRE- AND POST-TEST)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Source: John E. Steinbrink. *The Effectiveness of Advance Organizers for Teaching Geography to Disadvantaged Rural Black Elementary Students*. Geography Curriculum Project, University of Georgia, Athens, Georgia 30601. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order #71-3734).

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Date: 1970

Grade Level: 1-6

Subject and Respondent: Elementary school students.

Variables: The test measures knowledge of a geography unit about comparative rural landscapes. It takes a global approach to climatic and geographic factors as they influence population, farming, machine technology, and industrial development.

Form: The test contains 50 multiple-choice questions. Examples are given below.

> Where farms are found on steep mountains, we can expect the farms to be: (A) large and use machine power, (B) small and use tractors, (C) small and use muscle power, (D) large and have high yields.
>
> Permafrost limits farming in the Soviet Union. Which element of the earth complex causes permafrost? (A) rainfall, (B) landforms, (C) vegetation, (D) growing season.*

Scoring and Interpretation: No scoring or interpretation instructions are given.

Time: Students probably would require 30 minutes to complete the test.

Comments: The test covers climate and production factors in a range of countries. It is to be used as both pre- and post-test with a curriculum unit about rural landscapes. Teachers may find it useful in either role, or they may wish to use only parts of it in instruments to test a broader range of geography content.

Cost: Contact University Microfilms for current prices.

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*Used with permission.

HOLLINGSWORTH-SANDERS GEOGRAPHY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by Leon Hollingsworth and M. W. Sanders.

Date: 1964

Grade Level: 5-7

Subject and Respondent: Students in grades 5-7.

Variables: Student knowledge of a variety of world geography facts and information including regions of the United States and their main crops, locations of cities, countries, mountains, and bodies of water. Also included are a number of questions about the nature of various products such as linen, charcoal, and bauxite.

Form: Each test comes in two forms. Three contain 60 items and one contains 65 items. All questions are multiple choice. Two sample items are provided.

> Our country's neighbor to the north is: (1) Mexico, (2) Canada, (3) Brazil, (4) Argentina.
>
> One of the largest food crops produced in northern Europe is: (1) rice, (2) sugar cane, (3) coffee, (4) potatoes.*

Scoring and Interpretation: A short Manual of Directions provides administration, scoring, and interpretation instructions. Reliability and validity information is also presented. Answer keys accompany the tests.

Time: 30 minutes

Comments: Developed in 1964, the test shows its age by focusing entirely on knowledge of geography terms and facts.

Reviewed or Evaluated in: CSE: 1-6 p. 72, 102; 7-8 p. 138. TIP II: #1978

Cost: Tests - $.15 (Form A or B); Keys - $.20 (Form A or B); Manual - $.20.

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NATIONAL ACHIEVEMENT TESTS: GEOGRAPHY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Source: Acorn Publishing Company, Rockeville Center, New York. Developed by Robert K. Speer, Lester D. Crow, and Samuel Smith. Order from Psychometric Affiliates, P. O. Box 3167, Munster, Indiana 46321.

Date: 1976 (original copyright 1939)

Grade Level: 6-8

Subject and Respondent: Students in grades 6-8.

Variables: Student knowledge of the following geographic facts and concepts: geographic ideas (crop rotation, water power, transportation, terrain, manufacturing), locating products (states and countries and their key products), ues of products and instruments, economics and human relations (imports and exports, transportation, art, recreation), and miscellaneous problems (locations of specific mountains, nations, cities, and bodies of water).

Form: The test consists of 135 multiple-choice items divided into five parts according to the topics listed above.

Scoring and Interpretation: A class record sheet is provided which also includes directions for administering, scoring, and norms. Reliability and validity are not discussed. Machine-scorable answer sheets are available.

Time: 35 minutes

Comments: Although reprinted in 1976 this test does not appear to be revised much from the original 1938 and 1948 editions.

Reviewed or Evaluated in: CSE: 1-6 pp. 44, 72, 102; 7-8 p. 139.
TIP #1967, 1975

Cost: Specimen set - $2.00; Tests - 25/$5.00, 100/$19.00.

A NONVERBAL GEOGRAPHY PRETEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: William A. Imperatore. *Evaluation of A Conceptual Beginning Geography Unit, Earth: Man's Home*. Geography Curriculum Project, University of Georgia, Athens, Georgia 30602. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order #71-3743).

Date: 1968

Grade Level: Kindergarten

Subject and Respondent: Kindergarten students mark responses on pictures to questions read by their teacher.

Variables: This pretest measures three areas of geographic information (physical geography, cultural geography, and physical-cultural relationship) and two types of student responses (understanding of terminology and understanding of associations) *prior to* the study of geography.

Form: The test consists of 18 pictorial multiple-choice items and one four-answer map item. Each item, except for the map item, consists of four pictures. The pupil is asked to mark an X on the picture called for in the item stem, which is read aloud by the teacher. For example, "In the middle row of pictures, mark an X on the picture that shows something that is a part of man's natural environment..."* In the map item, the student is asked to mark certain things in accord with the teacher's instructions.

Scoring and Interpretation: Directions for scoring and a scoring key are provided. No interpretation information is given.

Time: The test might take between 30 and 45 minutes to administer.

Comments: The instrument was developed as a dissertation under the Geography Curriculum Project at the University of Georgia. It is part of a project of the Research and Development Center in Educational Stimulation to build sequential, systematic, conceptually based geography materials for grades K-3. Very detailed directions for administering are included, and scoring instructions enable administrators to obtain raw scores. Because of the developmental nature of the instrument, additional scoring and interpretation were to be done at the University. Even without interpretive data, teachers may find the test useful for determining students' understanding of geography before actually taking a course. See *Earth: Man's Home--Kindergarten, Pictorial Test* for a similar instrument developed by the Curriculum Project.

Cost: Contact University Microfilms for current prices.

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*Used with permission.

REGIONS AND SOCIAL NEEDS (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: *Regions and Social Needs*, Laidlaw Social Science Program: Concepts in Social Science, Laidlaw Brothers, A Division of Doubleday and Company, River Forest, Illinois 60305.

Date: 1974

Grade Level: 3-4

Subject and Respondent: Students in grades 3 and 4.

Variables: Cognitive tests measure student knowledge of world geography and demography. Map skills are tested. The test covers specific content of units on the earth, deserts, western coastal lands, tropical rain forests, plains, mountains, man and his resources, and the United States. A small amount of U.S. history is included.

Form: Ten individual tests are provided to test content areas listed above. Two are summary tests. Each test contains from 20 to 25 items of mixed format: multiple-choice, fill-in-the-blank, matching, and true-false. Examples are given below.

> People of the western coastal lands are most likely to sell (dates, hides, dairy products).
>
> Lines of ______________ are all the same length.*

Scoring and Interpretation: No scoring and interpretation information is given.

Time: Each individual test would probably require 10-15 minutes.

Comments: These tests are designed to accompany specific content areas of the Regions and Social Needs program. Teachers may be able to adapt the items to fit their own course needs.

Cost: $.72 for each booklet.

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*Used with permission.

A TEST FOR CONCEPT LEARNING AND IDENTIFICATION OF COGNITIVE PROCESS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: *Model for Development of an Inquiry Oriented Social Studies Curriculum*. Resource Learning Laboratory, Sturbridge, Massachusetts. ERIC ED 040 891 - #2 of 2 fiche, 18 pages.

Date: 1969

Grade Level: 3-5

Subject and Respondent: Elementary school students.

Variables: Student knowledge of geographic terms, climate, population, and their interdependence is measured. Map and graph reading skills are included.

Form: Two short essay questions and 18 multiple-choice items comprise the test. Examples of questions follow below.

> A watershed community includes (A) towns and turnpikes; (B) people and towns, (C) people and animals, (D) towns and animals, (E) towns.
>
> Examine the conclusions given below. Using the graphs on the opposite page, which one do you think is justified? (The best conclusion.) (A) City A is a rapidly growing community and does not have enough water for the people; (B) City B is entitled to help from the state as they have the greatest need for a new water supply; (C) City C is experiencing many problems with water shortage.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students might require 20-25 minutes to complete the test.

Comments: The test covers general understanding of geographical concepts and skills. Teachers could probably adapt it to their own curriculum.

Cost: Microfiche - $.50; Hardcopy - $4.50.

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WORLD GEOGRAPHY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Source: *Manual for Tests, World Geography*. Pounds and Taylor, South-Western Publishing Company, 355 Conde Street, West Chicago, Illinois 60185.

Date: 1974

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Knowledge of world geography is measured in terms of environment, natural resources, energy, demography, manufacturing, and exports of different countries.

Form: Nine separate tests are provided, each containing between 55 and 100 items. Item types are multiple-choice, matching, yes-no, and sentence completion. Examples follow below.

> Are bananas and coffee the chief crops of Hawaii?
>
> The ocean floor which lies between the shore and a depth of about 600 feet is called the _______________.
>
> The river of China which, in its lower course, flows in a channel on top of a ridge is the (A) Amur, (B) Hwang Ho, (C) Si Kiang, (D) Yangtze Kiang.*

Scoring and Interpretation: Answers are provided. No interpretation information is given.

Time: Each separate test probably would require 45 minutes to an hour.

Comments: These tests are combined chapter tests for a specific world geography curriculum. They are very factual, yet they may be useful to teachers of similar curricula with content overlap. Even if the tests cannot be used in entirety for other curricula, many items are probably relevant.

Cost: List - $.48; Net - $.36.

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1.6 World Cultures [Culture]

AFRICA SOUTH OF THE SAHARA AND WORLD REGIONS PERCEPTIONS SURVEY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: World Cultures [Culture]

Source: *Africa South of the Sahara: A Resource and Curriculum Guide.* Thomas Y. Crowell Company, Inc., 666 Fifth Avenue, New York, New York 10019. Developed by Barry K. Beyer, Project Africa, Carnegie-Mellon University.

Date: 1969

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12.

Variables: This instrument serves as a pretest to determine how students perceive Africa and what they know about it. In the first part, perceptions of Asia, Europe, the Middle East, North America, Russia, and South America are also assessed. The surveys may again be administered as a posttest to evaluate student knowledge gained from the course.

Form: The first part of this test consists of a checklist of 90 items. Students check those items which describe particular world regions. The second part consists of 60 multiple-choice items. Answers to the second part are included for scoring purposes.

Time: Both parts of this instrument could probably be completed within an hour.

Cost: (School prices.) Hardbound - $7.95; Paperbound - $3.95.

THE AFRO-ASIAN WORLD--A CULTURAL UNDERSTANDING (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: World Cultures [Culture]

Source: Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210. Developed by Edward R. Kolevzon.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Students in grades 7-9.

Variables: These tests are designed to determine whether students have understood facts and concepts covered in a course on Asia and Africa.

Form: This test booklet includes tests for each of the 29 chapters in the text, *The Afro-Asian World--A Cultural Understanding*. Most of the tests consist of 20 items. A few consist of 25 or 30 items, or 15 items plus an essay question. Several types of questions are used, including multiple-choice, matching, completion, map questions, and true-false questions in which students correct false words or phrases within statements. These words or phrases are italicized in true as well as false statements. One such true-false item is, "Africa has fewer member nations in the United Nations than any other continent."* The statement is false and *fewer* is to be changed to *more*.

Scoring and Interpretation: Answers are given in the teacher's edition of the tests.

Time: Students should be given sufficient time to take the test and review their answers. Probably most students could complete each test in 30 to 45 minutes.

Comments: The tests come in booklet form, but have perforated edges so they may be distributed one at a time.

Cost: List price - $1.76; Net price - $1.32.

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*From Tests for *The Afro-Asian World: A Cultural Understanding* by Edward R. Kolevzon. © Copyright 1969 by Allyn and Bacon, Inc. Reprinted by permission of Allyn and Bacon, Inc.

FAMILIES AND SOCIAL NEEDS (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: World Cultures [Culture]

Source: *Concepts in Social Science: Families and Social Needs, Independent Tests to Accompany*, Laidlaw Brothers, Publishers, A Division of Doubleday and Company, Inc., River Forest, Illinois 60305.

Date: 1974

Grade Level: 1-2

Subject and Respondent: Students in grades 1-2.

Variables: These tests intend to measure student knowledge of families and cultures around the world, focusing on the United States, Switzerland, India, and Japan.

Form: Eight of these tests include 20 items each and the other two include ten items each. The format is varied, including multiple-choice and matching questions, as well as items to be answered by filling in the information on maps. Many items include pictures to be circled or matched with words or phrases. The following is a sample question:

> Which words below tell things to do in Switzerland?
> (14) plant rice in spring, (15) eat fondue, (16) feed cows, (17) ski.*

This is actually a four-item question. Most questions are similar to this, consisting of more than one item, with a possibility of more than one answer.

Scoring and Interpretation: Test answers are included in the teacher's edition of the text, *Families and Social Needs*.

Time: Each test could probably be completed in 10 to 15 minutes.

Comments: These tests accompany the second grade text in the Laidlaw basal social studies series, *Concepts in Social Science*, but could be used with any program covering similar content.

Cost: $.72 for each booklet.

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THE HUMAN EXPRESSION: A HISTORY OF PEOPLES AND THEIR CULTURES - TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: World Cultures [Culture]

Other Category: COGNITIVE KNOWLEDGE [Achievement]: World History

Source: John W. Morris. *The Human Expression: A History of Peoples and Their Cultures - Tests.* J. B. Lippincott Company, Educational Publishing Division, East Washington Square, Philadelphia, Pennsylvania 19105.

Date: 1977

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: These tests measure the major facts and concepts included in *The Human Expression* textbook. The tests cover knowledge of six culture regions and groups: Middle Easterners, Asians, Africans, Western Europeans, Russians and Eastern Europeans, and Latin Americans. The topics covered with each region are: geography, early people and cultures, history, creativity, politics, and society. A test focusing on introductory culture concepts is also included.

Form: This testing program includes 36 unit tests (from 25-33 items), a test for the introductory chapter on culture (33 items), and one summary test (50 items) for each of the six culture regions. The tests are on spirit duplicating masters and consist of multiple-choice, true-false, and matching items. Examples of the first two types of questions are provided below.

> All of the following are problems facing Middle Eastern farmers except: (a) ownership of land, (b) an abundance of ground water, (c) lack of modern farming technology, (d) salted soil.
>
> Many Africans saw Christianity as part of colonialism. (T/F)*

Scoring and Interpretation: An answer key for all tests is provided, but no interpretation guidelines are included.

Time: Each unit test would probably take 20-30 minutes. The summary tests might require 40-50 minutes.

Comments: Although the tests were designed specifically for *The Human Expression* textbook, they are useful for any course dealing with

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those culture regions covered.

Cost: List - $14.00; Net - $10.50.

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*T.H.E. Tests by John Morris to accompany *The Human Expression: A History of Peoples and Their Cultures* by Paul Thomas Welty. ©Copyright, 1977 by J. B. Lippincott Company.

REGIONAL STUDIES SERIES. CHINA/JAPAN/KOREA: HISTORY/CULTURE/PEOPLE (QUESTIONS AND ACTIVITIES)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: World Cultures [Culture]

Source: Rudolph Schwartz and Harold E. Hammond. *China/Japan/Korea: History/Culture/People,* Cambridge Book Company, 488 Madison Avenue, New York, New York 10022.

Date: 1971

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: These tests intend to measure student's cognitive knowledge regarding China, Japan, and Korea.

Form: There are ten tests spaced throughout the student book. Each consists of from ten to 20 multiple-choice questions and eight to 13 items where students write a brief description of key words and phrases. There are also other types of questions such as sentence completion, essay or thought questions, true-false questions, matching items, or questions based on maps. The total number of items for each test ranges from 28 to 46. A sample question is, "The Japanese Constitution of 1947 does not guarantee (a) freedom of religion, (b) educational opportunity for all, (c) equality of the sexes, (d) jobs for all."*

Scoring and Interpretation: The teacher's key which accompanies the text includes answers to the objective questions.

Time: Each test could probably be completed in 30 to 45 minutes.

Cost: Spirit duplicator masters for each book - $6.08; Net price - $4.56; Key for each book - $.32; Net price - $.24.

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1.7 Other Social Sciences

1.71 Anthropology

ANTHROPOLOGY ACHIEVEMENT TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Studies (Anthropology)

Source: Elmer Ulmont Clawson. *A Comparison of the Effects of Organizers on the Learning of Structured Anthropology,* Appendix B, pp. 135-151. Anthropology Curriculum Project, University of Georgia, Athens, Georgia 30602. ERIC ED 073 041.

Date: 1972

Grade Level: 3

Subject and Respondent: Third grade students.

Variables: The tests measure terminology and concept acquisition related to cultural change as taught in a unit on "The Changing World Today."

Form: Two tests are provided; one covers content of chapters 1 and 2, the other covers chapters 1, 2, and 3. Both are multiple-choice instruments with 30 items each. Teachers read items aloud while the students follow on their own test copies. Examples of items follow below.

> A Japanese child learning to speak Japanese is an example of: (1) enculturation, (2) acculturation, (3) diffusion.
>
> Robert Fulton combined a steam engine and a boat to make a steamboat. The steamboat is an example of: (1) invention, (2) diffusion, (3) discovery.
>
> Only man is able to: (1) use language, (2) communicate, (3) use signs.*

Scoring and Interpretation: A scoring key provides correct answers for all items on both tests. No interpretation information is given.

Time: Students probably would need 20 minutes to complete each test.

Comments: The tests could be useful in grades other than third grade where elementary level anthropology is incorporated into the curriculum. The lack of interpretation information is not critical.

Cost: Microfiche - $.65; Hard copy - $6.58. (Order from EDRS)

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ANTHROPOLOGY ACHIEVEMENT TESTS: CULTURAL CHANGE IN MEXICO AND THE UNITED STATES

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Anthropology)

Other Category: COGNITIVE KNOWLEDGE [Achievement]: World Cultures [Culture]

Source: Buckley Richard Barnes. *The Effects of the Position of Organizers to Facilitate Learning of Structured Anthropology Materials in the Sixth Grade,* a dissertation. Appendix G, pp. 155-74. Anthropology Curriculum Project, University of Georgia, Athens, Georgia 30602. ERIC ED 073 040.

Date: 1972

Grade Level: 6

Subject and Respondent: Sixth grade students.

Variables: Student knowledge is measured of cultural change as it applies to Mexico and the United States. Institutions and physical (material) attributes of cultures are covered.

Form: There are two tests, containing 45 and 40 items each. All items are multiple-choice. Examples follow below.

> The culture of Mexico changed partly because silver was (1) discovered, (2) invented, (3) diffused, (4) acculturated.
>
> In Mexico, football is played with a round ball. This type of international football is called soccer in the United States. Soccer is an example of a (1) trait, (2) universal, (3) biological need, (4) hereditary characteristic.*

Scoring and Interpretation: No instructions for scoring or interpreting are provided.

Time: Each test should be given in one class period.

Comments: The two tests were developed as evaluation measures to accompany an experimental anthropology curriculum for sixth graders. Scoring and statistical analysis was performed at the University of Georgia. The tests were administered approximately one month apart as pre- and post-tests. They may be useful to teachers covering basic anthropology concepts with a focus on Mexico and the United States.

Cost: Microfiche - $.65; Hard copy - $9.87.

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*Used with permission.

ARCHAEOLOGICAL METHODS TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Anthropology)

Source: Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602.

Date: 1966

Grade Level: 5 (5-8)

Subject and Respondent: Elementary school students.

Variables: Student knowledge of archaeological methods and terms is measured.

Form: The test has two forms, each of which contains 50 multiple-choice items. Examples follow below.

> Here are some different kinds of sites. Which is the poorest one for preservation of artifacts? (1) cave site, (2) desert site, (3) frozen site, (4) jungle site.
>
> Style and shape of artifacts is important in what type of dating? (1) stratigraphy, (2) dendrochronology, (3) seriation, (4) calendrical.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students probably would need 30 minutes to complete each form of the test.

Comments: The tests were designed to measure content of a specific curriculum, but they could be adapted or worked into other programs covering archaeology as it relates to anthropology, history, or general social sciences. The vocabulary and content seem relevant to grades 5-8, not just grade 5.

Cost: Sample set of materials including programed text - $3.00; Classroom set of 40 - $10.00.

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COGNITIVE RESEARCH MEASURES

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Anthropology)

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Sociology); COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Ethnic Studies)

Source: Milton Kleg. *Race, Caste, and Prejudice: The Influence of Change in Knowledge on Change in Attitude*, a dissertation, Appendices C and D. Anthropology Curriculum Project, University of Georgia, Athens, Georgia 30602. Order from: University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order #71-3743)

Date: 1970

Grade Level: 9-12 (adults)

Subject and Respondent: Students in grades 9-12.

Variables: Cognitive learning is measured related to knowledge of relationships among race, religion, economics, social status, and culture.

Form: Two instruments are provided. Form CT contains 50 multiple-choice items; form D contains 87 multiple-choice items. Examples follow below.

> What does discrimination require as opposed to prejudice? (A) overt action, (B) a feeling, (C) a preference, (D) scapegoating
>
> Which is a society that does not allow for any social mobility? (A) a class society, (B) a caste society, (C) Russian society, (D) societies with barriers to social mobility.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Form CT probably would take 35-40 minutes. Form D probably would take 45-60 minutes.

Comments: The tests or certain items may be useful to teachers interested in testing student knowledge of anthropological concepts in terms of racial and ethnic groups in society. See "Attitude Scales and Correlations Between Affective and Cognitive Items" in *Race, Caste, and Prejudice*, for affective correlates of these instruments.

Cost: Contact University Microfilms for current prices.

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HOW HISTORY IS WRITTEN: ARCHAEOLOGY LARGE GROUP TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Anthropology)

Source: *Final Report of Aptos School's Project Future*. Pajaro Valley Unified School District, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Students in grades 7-9.

Variables: Introductory knowledge of archaeological methods and approaches is measured.

Form: The test contains ten multiple-choice items. An example is:

> Of the following means of dating the find, which is the most accurate?
>
> (A) Relative comparison, (B) Tree rings, (C) Chemical means, (D) Pollen.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: The test probably would take five minutes.

Comments: The items on this instrument may be useful to teachers designing instruments to test introductory archaeology principles.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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LIFE CYCLE, TEST FORM 7

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Anthropology)

Source: Publication #49b, *Life Cycle,* A Sequential Curriculum in Anthropology. Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602.

Date: 1969

Grade Level: 7

Subject and Respondent: Seventh grade students.

Variables: Anthropological knowledge of life cycles is measured in terms of rituals such as baptisms, funerals, and marriages, and of periods such as adolescence and old age.

Form: The test contains 50 multiple-choice questions, examples of which follow below.

> Events which make up the life cycle are both (1) real and ideal, (2) psychological and physical, (3) biological and cultural, (4) biological and physical
>
> A cultural practice used to distinguish change in status associated with the life cycle is called (1) rites of purification, (2) cultural birth, (3) rites of passage, (4) cultural extinction
>
> Of all the life stages the one most similar in all cultures is (1) infancy, (2) childhood, (3) adulthood, (4) old age.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students probably would need a half hour to complete the test.

Comments: The test was developed as part of a specific curriculum unit in anthropology, but items may also be useful to teachers whose social science programs include some anthropology. The test questions seem relevant to a seventh- to ninth-grade level.

Cost: Sample set of complete materials - $4.00; Classroom set for 40 students - $80.00.

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*Used with permission.

POLITICAL ANTHROPOLOGY PRE- AND POST-TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Anthropology)

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: *Final Report of Aptos School's Project Future*. Pajaro Valley Unified School District, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Students in grades 7-9.

Variables: The test measures knowledge of vocabulary and concepts of political anthropology, including functions of laws and judicial systems, and their applications in personal interactions.

Form: The 40-item test contains 27 multiple-choice items and 13 true-false items. Examples follow below.

> As is true among primitive peoples, most murders in the United States take place (1) in connection with robberies and burglaries, (2) because of quarrels among persons who don't know each other very well, (3) within a family, (4) in crimes committed by juveniles.
>
> Social control is possible only if the group has a set of written rules. (T/F)*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: The test probably would take 15-20 minutes.

Comments: The test is designed as a pre- and post0test to measure change in knowledge after a specific unit is studied. Content blends anthropology and political systems. Teachers covering similar material may find the items useful.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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*Used with permission.

A SEQUENTIAL CURRICULUM IN ANTHROPOLOGY: TESTS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Anthropology)

Source: Marilyn McCrary. *Concepts of Culture*. Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602.

Date: 1966 (forms 1AR, 1BR, 2A, 2B, 4BR, 4AR, 5A, 5B); 1968 (forms 2, 5)

Grade Level: 1-7

Subject and Respondent: Elementary school students.

Variables: The tests cover map and site interpretation skills, knowledge of tools, implements, and more sophisticated material objects, domestication of animals, agricultural development, aspects of social organization, and specific facts about early man, geological periods, and Hopi Indian culture.

Form: There are ten separate tests. Forms 1AR, 1BR, 2, 2A, and 2B contain between 21 and 30 items. All items are pictorial with questions asking the respondent to identify one of four pictures. For example, "Mark the picture which shows where a child first begins to learn about his culture," or "Mark the picture which shows how the Indians in the Formative Stage got most of their food." Test forms

4AR and 4BR contain 35 items each, half of which are pictorial and half written multiple-choice. For example,

> Which of these describes a biological drive? (1) The monkey can unfasten the lock of his cage, (2) A baby bird eats more than its own weight every day, (3) A horse can sleep either standing up or lying down, (4) The puppy will not drink milk, but he likes cheese.

Forms 5, 5A, and 5B contain 50 items each of multiple-choice format. Many of the items rely on interpretation of maps, sites, and diagrams. For example, given a diagram of a bone and a pottery vase buried at different levels in mud and rock, the question reads:

> Judging from the facts given, which of these statements is true? (1) We can be sure that the bone was buried before the vase was, (2) We can be sure that the vase was buried before the bone was, (3) We can be sure that the bone and the vase were buried at the same time, (4) It is impossible for us to tell which was buried first unless we have more information.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Each test probably would require between 20 and 30 minutes.

Comments: The tests were developed to accompany specific units in the *Concepts of Culture* program. Test forms 2 and 5 are designated as composite forms for pre- and post-tests. All materials are experimental. The wide range of content and skill areas covered would enable teachers using other programs to make use of selected items or parts of the tests.

Cost: Sample set for grades 1 and 4 - $5.00 each; Sample set for grades 2 and 5 - $8.00 each; Classroom set (40 students) for grade 1 - $30.00; Classroom set for grades 2 and 5 - $80.00; Classroom set for grade 4 - $60.00.

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*Used with permission.

1.72 Psychology

CASS-SANDERS PSYCHOLOGY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Psychology)

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial Street, Emporia, Kansas 66801. Developed by Dal H. Cass and M. W. Sanders.

Date: 1964

Grade Level: 9-12 (college)

Subject and Respondent: Students in grades 9-12 and college classes.

Variables: Student knowledge of basic facts and terms in psychology. Topics covered include learning, intelligence, theories of psychotherapy, perception, statistics, physiology, heredity, and research methodology.

Form: The test consists of two equivalent forms, each composed of 125 items. An example is provided:

> The most generally accepted explanation of forgetting is that it results from: (1) the passing of time, (2) interference by new learning, (3) reduced motivation, (4) inadequate original learning, (5) conscious repressor.*

Scoring and Interpretation: A short Manual of Directions provides administration, scoring, and interpretation instructions. Reliability and validity information is briefly presented. Answer keys accompany the tests.

Time: 50 minutes (each form)

Comments: The test was developed for use in introductory psychology classes in high school and college classes. Norm data is based on college scores. Research since 1964 may outdate some items.

Reviewed or Evaluated In: CSE: 11-12 p. 191. TIP II: #1004

Cost: Test - $.20; Key - $.20; Manual - $.20.

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*Used with permission.

PSYCHOLOGY, FIFTH EDITION (OBJECTIVE TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Psychology)

Source: *Psychology, Teacher's Manual and Objective Tests,* Fifth Edition. Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

Date: 1969

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: The tests measure knowledge of content from a course about psychology, social adjustment, and problems of society. Content areas are represented by chapter titles:
What is Psychology?, Misunderstood Problems of Psychology, Principles of Learning, How to Learn Efficiently, The Process of Thinking, Understanding Personality, How Behavior Develops, Measuring Intellectual Ability, Heredity and Environment, Biological Influences on Behavior, Getting to Know Your Environment, Adjusting to Your Social Environment, Friendship, Popularity, and Leadership, Some Emotional Problems of High School Students, Mental Illness, The Family Group, Behavior in Small Groups, Social Attitudes and Social Problems, You and the World of Work.

Form: Nineteen chapter tests are provided. Each test contains between 24 and 62 items, combining matching, multiple-choice, and fill-in-the-blank types.

Scoring and Interpretation: Correct answers are indicated and references to page numbers are given. No interpretation information is given.

Time: Each test probably would require between 20 and 40 minutes.

Comments: Being chapter tests for a specific curriculum, the tests closely follow the subject matter presented in the chapters. However, some items may be useful to teachers covering similar content without using the specific text.

Cost: Teacher's manual with tests and answers - $1.68.

PSYCHOLOGY FOR LIVING (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Psychology)

Source: H. Sorenson, M. Malm, and G. Forehand. Teacher's Manual, *Psychology for Living*. Webster Division, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020.

Date: 1971 (revised 1977 edition not available for analysis)

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: The tests measure content covered in five units about interpersonal relationships, learning, motivation, individual differences, and making a good adjustment. Twenty-one chapters are involved. Chapter headings include:

Social Behavior, Understanding between the Sexes, The Working World, An Effective Marital Relationship, Principles of Learning, Needs, Emotion, Heredity and Environment, Physical Growth and Development, Intelligence, Personality, Handicaps to Adjustment, Problems in Adjustment, Therapy, Handling the Problems of Life, and Maturity.

Form: There are 21 individual chapter tests and one final test. Each chapter test contains 25 items, a mixture of multiple-choice and true-false items. The final test contains 100 true-false items. Examples follow below.

> Sensations (1) are modified by the brain in perception, (2) have an effect proportionate to the strength of the stimulus, (3) are accurately reported by the brain, (4) are attended to only when they meet a need.
>
> Human needs are determined by a combination of biological and psychological needs and social experiences. (T/F)*

Scoring and Interpretation: Answer keys are provided for each test. No interpretation information is given.

Time: Chapter tests probably would require 15-20 minutes. The final exam might require 45 minutes.

Comments: Although the tests accompany curriculum materials for *Psychology for Living*, some items may be useful for teachers giving comprehensive courses in the areas listed above.

Cost: $1.92 ($1.44 to schools).

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*Used with permission.

PSYCHOLOGY (TEST ITEMS AND SUPPLEMENTARY TEST ITEMS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Psychology)

Source: Frank Cox and Keith Kerr. *Instructors Manual and Test Items; Supplementary Test Items to Accompany Psychology*. William C. Brown Co. Publishers, 135 South Locust Street, Dubuque, Iowa 52001.

Date: 1970

Grade Level: 10-12

Subject and Respondent: High school students.

Variables: The test items measure content knowledge of 14 chapters. Human Behavior: Psychology, Man and Society; Understanding the Human Being; Child Growth and Development; Adolescence; The Young Adult; Development of Sexual Attitudes: Courtship and Marriage; Learning: The Key to Man's Adaptability; How Learning Principles Can Improve Studies; Thinking and Creative Behavior; Human Motivation; Stress, Conflict, Frustration, and Emotional Behavior; The Inadequate Personality; The Fully Functioning Person; and A Kaleidoscope of Psychology: New Images of Man.

Form: Chapter tests and supplementary items arranged by chapter are provided. Each chapter test contains 20 items, including multiple-choice, true-false, and fill-in-the-blank items. The supplementary items include between 15 and 25 multiple-choice items and three essay questions for each chapter. Examples follow below.

> Trace the role religion plays in the life of the adolescent. Follow this sequence through the college years.
>
> Often, unrealizingly, parents impose psychological burdens on their children by their own attitudes toward (A) high school, (B) college, (C) required subjects, (D) college dating versus study.

> Environmental manipulation is defined as modifying the environment or removing the person from it. (T/F)
>
> When a person analyzes your simple 'hello,' he is probably making a ____________ of psychology.*

Scoring and Interpretation: Correct answers and references to text page numbers for each question are provided. No interpretation information is given.

Time: Each chapter test probably would take about 15 minutes. Supplementary tests probably would take an additional 20-30 minutes.

Comments: Although the tests are designed to accompany specific content of the curriculum *Psychology*, some items may be appropriate for measuring knowledge learned in similar courses.

Cost: Test manual is complimentary with purchase of Text, *Psychology* - $12.95.

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*From *Instructor's Manual and Test Items* to accompany *Psychology* by Frank Cox and Keith Kerr, 1970. Reprinted by permission of Wm. C. Brown Company Publishers.

1.73 Sociology

MODERN SOCIOLOGY (TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Sociology)

Source: Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017. Developed by Marvin R. Koller.

Date: 1974

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: These tests are designed to measure cognitive learning in the area of sociology.

Form: Six chapter tests and a final examination are included. Each chapter test consists of 45 objective questions and five essay questions of which students complete two. The final exam consists of 80 objective questions and five essay questions of which students complete two. A variety of items are included such as matching, true-false, completion, and multiple-choice. An example of a multiple-choice item follows.

> A combination of nuclear families constitute (a) a friendship pattern, (b) bilateral norms, (c) an extended family, (d) patrilocality.*

Scoring and Interpretation: Answers and scoring information are included in the teacher's guide to the text, *Modern Sociology*.

Time: Each chapter test would probably require one hour to complete. The final exam may require one and one-half to two hours to complete.

Comments: Although the tests were designed to accompany a specific text, many of the items would be useful to teachers of any high school introductory sociology course.

Cost: Tests - $1.41; Teacher's Manual and key to tests - $1.41.

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*Used with permission.

SARE-SANDERS SOCIOLOGY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Sociology)

Source: Bureau of Educational Measurements, Emporia State University, 1200 Commercial St., Emporia, Kansas 66801. Developed by Harold Sare and M. W. Sanders.

Date: 1958

Grade Level: 9-12 (college)

Subject and Respondent: Students in grades 9-12 and college sociology classes.

Variables: Student knowledge of sociology facts, terms, and concepts including customs, traditions, education, immigration, family, poverty, government, religion, marriage and divorce, social groups, socialization, and change.

Form: This test consists of 115 multiple-choice items and 27 true-false items. Two examples are given.

> The family, the church, industry, marriage, the state, and schools are: (1) out-groups, (2) secondary groups, (3) primary groups, (4) institutions.
>
> The tendency to live in association with others is a characteristic peculiar only to modern man. (T/F)*

Scoring and Interpretation: A short Manual of Directions provides directions for administering, scoring, and interpretation of the test. Reliability and validity information is also provided. An answer key accompanies the test.

Time: 40 minutes

Comments: The test was developed as an achievement test for high school and college introductory sociology classes.

Reviewed or Evaluated in: CSE: 9-10 p. 174; 11-12 p. 171. TIP II: #2019

Cost: Test - $.15; Key - $.20; Manual - $.20.

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SOCIOLOGY (TEST ITEM FILE)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Sociology)

Source: Addison-Wesley Publishing Company, Inc., South Street, Reading, Massachusetts 01867. Developed by Ronald C. Federico.

Date: 1975

Grade Level: Grade 12; college freshman or sophomore

Subject and Respondent: Students in grade 12 or college freshmen or sophomores.

Variables: These test items are designed to measure student knowledge in the area of sociology.

Form: Each of the more than 1,200 multiple choice questions is on a file card. The cards, for the teacher's use, are divided into 21 parts, corresponding to the 21 chapters in the text, *Sociology*. The teacher is free to select which items will make up each test. The cards also include a space to record the date each item was used and the percent correct. A sample question is:

> Which of the following is not an essential prerequisite for modernization? (a) favorable public attitude toward change, (b) popular appreciation for the benefits of technology and industrialization, (c) a thriving agricultural base, (d) national unity, in reality and in spirit, (e) a well-educated and affluent middle class.*

Scoring and Interpretation: Correct answers are indicated on each card with an asterisk (*).

Time: Each test would probably require 45 minutes to an hour.

Comments: The test, text, and other accompanying materials have been designed primarily for college freshmen and sophomores.

Cost: $50.00

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1.8 Special Topics

1.81 Career Education

CAREER AWARENESS INVENTORY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Career Education)

Source: Scholastic Testing Service, Inc., 480 Meyer Road, Bensenville, Illinois 60106. Developed by LaVerna M. Fadale, Institute for Research & Development in Occupational Education, Cornell University.

Date: 1974

Grade Level: 4-9 (revised 1977 edition not available for analysis)

Subject and Respondent: Students in grades 4-10.

Variables: This instrument measures the student's ability to identify certain occupations, and his familiarity with educational requirements for various occupations. It also measures his familiarity with certain workers, his ability to distinguish between product and service jobs, his ability to identify status occupations, his ability to recognize job clusters, and motivations behind career choices. (Note: areas tested in level 7-9 may vary; structure is not yet final.)

Form: This instrument consists of seven subtests, with a total of 125 multiple-choice items. Questions in four of the seven parts ask students about pictures. (Pictures allow younger students to test with less reading necessary. This feature will not be necessary in level 7-9, but pictures will be included.) For instance, one item shows a picture of two farmers working and reads, "Because the workers in picture 2 are farmers, they probably most like to: (A) work with people, (B) work outdoors, (C) travel as part of their work, (D) work only week-days, (E) be promoted quickly.* Students mark their answers on a separate answer sheet which may be scored by computer.

Scoring and Interpretation: The tests may be scored by hand, with a special "Scor-vue," or by machine. Correct answers are also provided in the manual. Certain guidelines for interpretation are given.

Time: The test can be completed in 60 to 90 minutes.

Comments: This instrument is based on the Taylor model for implementation of career education into school curricula (Taylor, J. E., et al. *An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model*. Alexandria, Virginia: Human Resources Research Organization, 1972). Scoring the instrument is a rather simple process. Information on validity and reliability of the instrument is given in the manual.

Cost: (4-6 level) Package of 20 reusable booklets, manual, and scoring and report booklet - $12.00; Additional Manual - $.55 ea.; Additional Scoring and Report Booklet - $.30 ea.; Scor-Vue for hand-scoring - $.50 ea.; Specimen set - $1.00; STS scoring (computer) - $.72/pupil.

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*Used with permission.

KUDER PREFERENCE RECORD - VOCATIONAL FORM CP

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Career Education)

Source: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. Developed by G. Frederic Kuder.

Date: 1960

Grade Level: 9-12, adult

Subject and Respondent: Students in grades 9-12, or adults.

Variables: The instrument measures preference in 10 broad occupational areas: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical.

Form: The instrument contains 168 items, each of which has three statements. The respondents indicate preference for most and least preferred. An example of an item follows below.

> Browse in a library. Watch a rehearsal of a large orchestra. Visit an aquarium.*

Scoring and Interpretation: The Administrator's Manual explains how to hand score, machine score, and interpret results. Job charts show possible jobs for people with high scores in each area.

Time: Adults may need 30-40 minutes; high school students may take longer.

Comments: The instrument may be used in counseling to point out occupations for further study or to check on a person's choice of occupation. The test can be supplemented by the KUDER PREFERENCE FORM - PERSONAL to pinpoint career options best suited to respondents' interests and skill areas.

Reviewed or Evaluated in: CSE: 9-10 p. 201, 208, 214, 217, 220, 223; 11-12 p. 210, 221, 238, 244, 250, 255; TE p A 82. TIP #2195

Cost: Packages of 25 Test Booklets - 1-19 pkgs - $12.74 each; 20-199 pkgs - $11.47 each; 200+ pkgs - $10.83 each. Specimen set - $2.25.

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NEW MEXICO CAREER EDUCATION TEST SERIES

Major Category: COGNIGIVE KNOWLEDGE [Achievement]: Special Topics (Career Education)

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes toward Specific Social Problems - Careers)

Source: Monitor, P.O. Box 2337, Hollywood, California 90028. Developed by Charles C. Healy and Stephen P. Klein.

Date: 1973

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: Six tests measure attitudes toward work, career planning skills, knowledge of career oriented activities, knowledge of occupations, job application procedures, and career development skills.

Form: 1. The *NM Attitude Toward Work Test* is a four-point self-rating scale with 25 items, which are statements about work. Students respond from "Strongly agree" to "Strongly disagree."

2. There are two forms, A and B, of the *NM Career Planning Test*. Each contains 20 multiple-choice questions dealing with situations relating to career planning.

3. The *NM Career Oriented Activities Checklist* contains 25 multiple-choice items.

4. The *NM Knowledge of Occupations Test* contains 25 items of multiple-choice format. Some describe a person and ask what the best occupation for him/her would be. Others require the respondent to select the proper order of steps which must be taken to get various jobs.

5. The *NM Application Procedures Test* contains 20 multiple-choice questions.

6. The *NM Career Development Test* contains 25 multiple-choice items.

Scoring and Interpretation: Answer keys are provided for each test. The manual provides additional scoring instructions and information for interpretation on the basis of tabular data.

Time: *NM Attitude Toward Work Test* - 15 minutes; *NM Career Planning Test (A & B)* - 20 minutes each; *NM Career Oriented Activities*

Checklist - 20 minutes; *NM Knowledge of Occupations Test* - 20 minutes; *NM Job Application Procedures Test* - 20 minutes; *NM Career Development Test* - 20 minutes.

Comments: This is a battery of criterion-referenced tests that sample several of the learner objectives found and focused upon in current programs in career education. They can be used to evaluate individual programs, for student guidance, or to assess strengths and weaknesses of a total school or district program.

Reviewed and Evaluated in: CSE: 9-10 p. 198, 11-12 p. 204, 205.
TIP II: #2109

Cost: Specimen set (6 tests) - $17.50; Separate tests - 35 for $8.50, 100 for $22.50; Answer sheets - 35 for $2.00, 100 for $4.50; Scoring stencil - $1.00, Manual - $2.50.

1.82 Consumer Education

CONTENT QUESTIONNAIRE: WHAT DO YOU KNOW?

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Consumer Education)

Source: Sally Campbell. *Consumer Education in an Age of Adaptation.* Consumer Information Services, Sears, Roebuck, and Co., Sears Tower, Chicago, Illinois 60684. ED 060 210 (Available in microfiche only through ERIC). Order from Association Films, Inc., Agents for Sears Consumer Information Services, 512 Burlington Avenue, LaGrange, Illinois 60525.

Date: 1971

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12.

Variables: This test is designed to be used as a pretest to determine students' familiarity with 17 consumer education content areas such as management of resources, occupation and income, housing, consumer credit, insurance needs, consumer grievances, and consumer protection. It is suggested that questions limited to specific content areas might also be used to introduce different units.

Upon completion of each unit and of the course, the questions could be reworded and used to assess student learning in consumer education content areas.

Form: The test consists of 52 multiple-choice items, divided into 17 consumer education content areas.

Scoring and Interpretation: An answer key is included on the last page of the teacher's copy of the test.

Time: Students could probably complete the entire test in 45 minutes to an hour.

Comments: The test may be used in its entirety or in part. Teachers may select those questions most suited to the students and the content area they plan to teach.

Cost: This instrument is one of several included in the booklet, *Consumer Education in an Age of Adaptation*. The booklet price is $2.00.

TEST OF CONSUMER COMPETENCIES

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Consumer Education)

Source: Scholastic Testing Service, Inc., 480 Meyer Rd., Bensenville, Illinois 60106. Developed by Thomas O. Stanley, Ed.D., E. Thomas Garman, Ed.D., and Richard D. Brown, Ed.D.

Date: 1975

Grade Level: 8-12

Subject and Respondent: Students in grades 8-12.

Variables: The test measures knowledge about 14 aspects of consumerism: individual consumer in the marketplace, money management, consumer credit, housing, food, transportation, clothing, health services/drugs/cosmetics, recreation, furnishings and appliances, insurance, savings and investments, taxes, the consumer in society.

Form: Two test forms, A and B, are available. Each contains 55 multiple-choice items. An example follows.

> The biggest social cost of increased automobile travel is (A) environmental pollution, (B) lower employment levels in the auto industry, (C) fewer road-building projects, (D) decreased gasoline taxes.*

Scoring and Interpretation: The Teacher's Manual of Direction (1976) contains directions for hand scoring, norms, technical data, and a chapter on analyzing student strengths and weaknesses based on test results. No machine scoring is available.

Time: Either form can be administered in less than 55 minutes.

Comments: The test items were developed, using as a basis the *Guidelines for Consumer Education* published in 1972 by the Illinois Office of the Superintendent of Public Instruction. Since there are two forms they can be used as a pre- and post-test.

Cost: 20 booklets with manual - $13.00; 50 answer sheets - $8.50; Answer key - $.50; Teacher's manual - $.60; Specimen set - $1.00.

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1.83 Environmental Education

ENVIRONMENT AND CHANGE: A SOCIAL STUDIES UNIT (OBJECTIVE TESTS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Environmental Education)

Source: George Gregory. *Environment and Change: A Social Studies Unit*. Social Studies Curriculum Center, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Date: 1972

Grade Level: 7-9

Subject and Respondent: Students in grades 7-9.

Variables: This instrument is designed to measure the environmental knowledge of students, as well as their skills in interpreting data, reading graphs, and using factual evidence to support generalizations.

Form: This instrument actually includes three tests, each of which corresponds to specific chapters in the text. The first and third tests use a multiple-choice format, consisting of 25 items each. A sample question is:

> "The best solution to present environmental problems requires a reduction in industrial production and population growth." This statement can best be classified under the heading: (a) I [technological solutions], (b) II [population control], (c) III [limits to growth], (d) IV [prohibition of all polluting industries].*

The second test consists of four essay questions.

Scoring and Interpretation: An answer sheet for the multiple-choice items is included.

Time: Each part of this instrument could probably be completed in 30 to 45 minutes.

Comments: Although this instrument is designed to accompany a specific set of materials, questions are general enough, for the most part, that they may be used with just about any environmental problems course.

Cost: Contact University Microfilms for current prices.

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1.84 Ethnic Studies

ETHNIC STUDIES: COMPREHENSIVE EXAMINATION

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Ethnic Studies)

Source: Educational Design, Inc., 47 West 13th Street, New York, New York 10011.

Date: 1973

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Student knowledge is tested of specific ethnic groups and well-known ethnic leaders. Nationalities represented include

Italians, Poles, Greeks, Chinese, Russians, Scandinavians, Irish, Indians, Jews, Germans, Puerto Ricans, Blacks, Mexicans, Japanese, French, and more.

Form: The test contains 50 multiple-choice items. Examples are given below.

Little Bohemias were communities of (A) Czechs, (B) Germans, (C) Poles, (D) Russians.

Lief Ericsson - (A) Danish writer, (B) Norwegian singer, (C) Swedish farmer, (D) Viking explorer.*

Scoring and Interpretation: Answer key to exams is found in Teacher's Manual for the entire program, *Ethnic Studies: The Peoples of America*.

Time: Students might require 20 minutes to complete the test.

Comments: The test requires familiarity with many ethnic groups and their history. It could be incorporated into programs of ethnic study, or items could be selected when appropriate for specific ethnic group study.

Cost: 1-2 dozen copies - $1.80 per dozen; 3-6 dozen copies - $1.20 per dozen; 6 dozen-plus copies - $.96 per dozen.

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ETHNICITY IN AMERICA: A UNIT IN A SENIOR HIGH SCHOOL AMERICAN HISTORY COURSE (PRE-UNIT COGNITIVE TEST)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Ethnic Studies)

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: *Ethnicity in America: A Unit in a Senior High School American History Course,* Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213. Patricia K. Good, 1974. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Date: 1974

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: The test measures learning skills, inquiry skills, and knowledge of key words and ideas used in the study of ethnic groups, including Italians, American Indians, Puerto Ricans, Irish, Jews, and Negroes.

Form: Twenty-five multiple-choice questions comprise the test. Some use tables, graphs, and maps.

Scoring and Interpretation: No scoring and interpretation information is given.

Time: Students might require between 20 and 30 minutes to complete the test.

Comments: The instrument was designed as a preunit measure of students' knowledge of ethnic groups. The unit to which it applies is "Ethnicity in America," a unit in a senior high school American history course. It is to be used in conjunction with chapter tests for the unit as a pre- and post-unit comparison of student learning. It would probably also be useful to teachers wishing to design a test for their own units on ethnic studies.

Cost: Contact University Microfilms for current prices.

ETHNICITY IN AMERICA: A UNIT IN A SENIOR HIGH SCHOOL AMERICAN HISTORY COURSE (TEST FOR CHAPTERS TWO AND THREE)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Ethnic Studies)

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: *Ethnicity in America*. Social Studies Curriculum Center, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Date: 1974

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Student knowledge of the following ethnic groups is tested: Irish, American Indian, Negro, Chinese, and Polish. The test includes questions about the history of these groups, immigration to the U.S., and problems due to prejudice and unfair treatment. The tests also measure chart interpretations and reading comprehension skills.

Form: The test contains 20 multiple-choice items. Two make use of a chart.

Scoring and Interpretation: No scoring and interpretation information is given.

Time: Students probably would require 15 to 20 minutes.

Comments: The test provides a good summary of the history of ethnic groups in this country. It is intended to be used as a chapter test for a specific unit, but could be adopted for use with other ethnic studies programs.

Cost: Contact University Microfilms for current prices.

INTEGRATED HISTORY TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Ethnic Studies)

Source: *Institute for Teachers and Principals on "Integrated" American History in the Inner-City Elementary Schools: Director's Report.* Department of Educational Administration, University of Wisconsin, Madison, Wisconsin. ERIC ED 048 044. #3 of 3 fiche (App. G), 8 pages.

Date: 1970

Grade Level: 1-6 (7-9)

Subject and Respondent: Elementary school students.

Variables: Student knowledge of black culture and history in America is measured.

Form: The test contains 30 multiple-choice questions. An example follows.

> Which one of these statements is true? (a) Some blacks started their own schools. (b) If the state doesn't start schools for the blacks, the blacks will have no schools. (c) No black man wants to go to school. (d) Most black schools in the South are cabins. (e) Blacks build only vocational schools.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students might require 20 to 25 minutes to complete the test. It may take longer in lower grades if the teacher reads questions aloud.

Comments: The test seems most useful as a measure of knowledge of black culture after a course has been taken. The vocabulary may be more advanced than first or second graders can handle. It seems appropriate for junior high as well as elementary grades.

Cost: Microfiche - $.65; Hard copy - $6.58.

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*Used with permission.

POOL OF THE ORIGINAL COGNITIVE TEST ITEMS

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Ethnic Studies)

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Other Social Sciences (Anthropology)

Source: Milton Kleg. *Race, Caste, and Prejudice: The Influence of Change in Knowledge on Change in Attitude,* Appendix C. Anthropology Curriculum Project, University of Georgia, Athens, Georgia 30602. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order #71-3743)

Date: 1970

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Student knowledge is measured of the sociological concepts of race and prejudice. Some minority groups are mentioned specifically, such as Negroes, Indian castes, Spanish-Americans, Irish-Catholics, Jews, and Mormons.

Form: The test contains 87 multiple-choice items. Examples follow below.

> What might be expected if a person is exposed superficially to only a few people of a particular group? (A) most likely his prejudices will be reduced, (B) the information is insufficient, (C) he will have a bad experience, (D) his prejudices will be increased.
>
> In which areas is discrimination against the law in the United States? (A) housing, (B) employment, (C) education, (D) all of the above.*

Scoring and Interpretation: No instructions for scoring or interpretation are given.

Time: Students probably would require 50 to 60 minutes to complete the test.

Comments: The test seems to effectively cover the meaning of prejudice and perspectives on racial and ethnic groups within various societies. It could be used in an anthropology course, sociology course, or ethnic/racial studies program.

Cost: Contact University Microfilms for current prices.

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*Used with permission.

STUDY OF MINORITIES TEST

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Ethnic Studies)

Source: *Final Report of Aptos School's Project Future*. Pajaro Valley Unified School District, P. O. Box 630, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9 (7-12)

Subject and Respondent: Junior and senior high school students.

Variables: Student knowledge of the history and constitutional rights of minorities in America is measured.

Form: The test contains 20 multiple-choice items. An example:

> In 1954 the U.S. Supreme Court ruled that segregation of school children was unconstitutional. Their decision

was based upon which one of the following? (a) Past court decisions outlawed school segregations, (b) It is permissable to have separate, but equal, schools for blacks and whites, (c) Blacks and whites do not want to attend the same schools, (d) Segregation implied that some children were different and inferior to other children.*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students would probably require 15 minutes to complete the test.

Comments: The test provides a good measure of knowledge about the history of blacks in America. It could probably be used as it is, or as part of an instrument testing knowledge of several minority groups in America. The lack of scoring and interpretation information is not a problem.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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*Used with permission.

1.85 Family Life Education

THE FAMILY: AN INTRODUCTION (EXAMINATION QUESTIONS)

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Family Life Education)

Source: Lois Martindale, and J. Ross Eshleman. Instructor's Resource and Examination Manual to accompany J. Ross Eshleman's *The Family: An Introduction*. Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210.

Date: 1974

Grade Level: 12-college

Subject and Respondent: Students in grade 12 or in college.

Variables: These tests are designed to measure student cognitive knowledge of the sociological theory of family structure. The tests are on such topics as "Family Theories and Frames of Reference," "Social Class and the Family System," "Sex in a Social Context," and "The Parental System."

Form: The 18 chapter tests each include from 30 to 50 true-false and multiple-choice items.

Scoring and Interpretation: Correct answers, as well as the page number where the information may be found in the text *The Family: An Introduction*, are indicated on the test.

Time: Each test would probably require 45 minutes to an hour to complete.

Cost: Text and Manual - $11.95.

SEXUAL HEALTH KNOWLEDGE INVENTORY

Major Category: COGNITIVE KNOWLEDGE [Achievement]: Special Topics (Family Life Education)

Source: Dr. Johan W. Eliot, 3047 School of Public Health, University of Michigan, Ann Arbor, Michigan 48104.

Date: 1973

Grade Level: (9-college)

Subject and Respondent: High school and college students.

Variables: Knowledge in five areas is assessed: reproductive physiology, sexual development, contraception and abortion, venereal disease, and sexual physiology.

Form: There are two series of the inventory. The first series inquires about basic facts in all areas listed above. Each question in the second series gives what the author considers to be the correct answer to the equivalently numbered question in the first series, and then, in subquestions, asks the respondent how this information might be used educationally, or sometimes simply probes the subject matter further. Each series contains 36 multiple-choice questions.

Examples:

FIRST SERIES

After a man has had a vasectomy he will continue to have spermatozoa in his ejaculate for about: (a) 2 hours, (b) 2 days, (c) 2 weeks, (d) 2 months, (e) 2 years.

SECOND SERIES

After a man has had a vasectomy he will continue to have spermatozoa in his ejaculate for about 1½ to 2 months. He must be given this information, and schools teaching about sterilization should attempt to make this common knowledge, because: (a) A man who is not told this may think he is immediately sterile and get a woman pregnant, because of failure to use contraception, and then sue the physician, (b) The man must be told to go back for a check of his semen after about 2 weeks to see if it is free of sperm, (c) The man should have a shot of Rho-Gam during this period to prevent him from developing antibodies against his own spermatozoa as they disintegrate in the vas deferens below the point of litigation, (d) All of the above, (e) None of the above.*

Scoring and Interpretation: All answers for both series are given. No interpretive information is given (nor is it necessary).

Time: The author indicates the instruments have been used as a basis for class discussion after being handed out with one or more days to complete at home. If they are to be completed at one sitting, each form would probably require about 20 or 25 minutes.

Comments: As mentioned above, the author recommends that these instruments be used for discussion, not primarily as definitive tests of knowledge on which course grading would be based. They may be useful as a means of establishing curriculum areas to be covered by a course in sex education.

Cost: Single copies free from author.

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2.0 COGNITIVE PROCESSES

2.1 Critical Thinking

(Major Category):

American Political Behavior Achievement Test:
    Political Science Skills Test 159
The Analysis of Public Issues Program (Tests I-IX) 160
ANPA Foundation Newspaper Test 161
Cattell Culture Fair Intelligence Test - Scale 2 162
Cornell Critical Thinking Tests, Levels X and Z 163
Culture Fair Intelligence Test 165
The D 48 Test 166
Education for Development: An Evaluation System 168
Florida Taxonomy of Cognitive Behavior 169
An Inquiry Model and Test for the Social Studies 170
Inquiry Skill Measures 172
An Inquiry Test for the Social Studies 173
Interpretation of Reading Materials in Economics 174
Map and Globe Skills Diagnostic Test 175
A Map Understanding Exercise 176
Otis-Lennon Mental Ability Test 177
Public Controversy Analysis Test 2: Analysis and
    Evaluation of Oral and Written Discussion 178
Public Controversy Analysis Test 4: Analysis of Statements in Discussions 180
A Test for Inquiry Social Studies 181
Watson-Glaser Critical Thinking Appraisal, Revised 182

(Other Category):

1.4 The American Economy, Analysis, Issues, Principles
    (Progress Tests) 95
2.2 Analytic Category System (ANCAS) 184
1.1 Comprehensive Tests of Basic Skills, Expanded
    Edition 25
1.3 Cooperative Social Studies Tests: American
    Government 79
1.21 Cooperative Social Studies Tests: American
    History (Junior High School) 50
1.21 Cooperative Social Studies Tests: American
    History (Senior High School) 51
1.3 Cooperative Social Studies Tests: Civics 80
1.22 Cooperative Social Studies Tests: Modern
    European History 67
1.3 Cooperative Social Studies Tests: Problems of
    Democracy 82
1.22 Cooperative Social Studies Tests: World History . . 69
1.21 Cooperative Topical Tests in American History 53

2.1 Other Category continued:

1.21 Crazy American History Test, Revised Edition 54
2.2 Dialogue Rating Scales (DRS) 185
2.2 Discussion Analysis Categories (DAC) 187
1.4 Economics: An Analytical Approach, New Edition (Tests in Economics) 98
1.4 Economics in Society (EIS) - Unit Tests 99
1.84 Ethnicity in America: A Unit in a Senior High School American History Course (Pre-Unit Cognitive Test) . . 149
1.84 Ethnicity in America: A Unit in a Senior High School American History Course (Test for Chapters Two and Three) 150
1.4 Final Report ECON 12 (Lesson Examinations and Final Examination) 104
1.4 Manpower and Economic Education: Test of Understanding . . 105
1.1 Metropolitan Achievement Tests, Test 9: Social Studies (Intermediate and Advanced Batteries) 28
1.4 Modern Economics Test 106
1.5 A Nonverbal Geography Pretest 115
4.1 Preschool and Kindergarten Performance Profile 242
1.3 Problems of Democracy (Chapter and Final Tests) 88
1.5 Regions and Social Needs (Tests) 117
1.1 Sequential Tests of Educational Progress (STEP II)--Social Studies 34
4.3 The Story of Jimmy 283
4.3 The Story of Tommy 284
1.5 A Test for Concept Learning and Identification of Cognitive Process 117
1.1 Tests of Academic Progress 42
1.4 Test of Understanding in Personal Economics 110

2.2 Discussion/Debate

(Major Category):

Analytic Category System (ANCAS) 184
Dialogue Rating Scales (DRS) 185
Discussion Analysis Categories (DAC) 187
Group Observation Sheet and Discussion Guide 188
Harvard Project Social Studies Evaluation--Student Rating Form: Performance in Class Discussion 190
Presenting a Position to the Class 190

AMERICAN POLITICAL BEHAVIOR ACHIEVEMENT TEST: POLITICAL SCIENCE SKILLS TEST

Major Category: COGNITIVE PROCESSES: Critical Thinking

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Political Science/ Government

Source: John J. Patrick and Allen D. Glenn. *American Political Behavior: Achievement Test*. Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173.

Date: 1974

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: The test is designed to measure critical thinking skills applied to political science content. More specifically it measures student ability to read contingency tables, read graphs, make inductive references, make deductive references, distinguish factual statements, evaluate questionnaire items, evaluate sampling procedures, evaluate definitions, and conceptualize.

Form: There are 40 items in the test. Many of these are based on political data in the form of tables, graphs, paragraphs, or statements. All are multiple-choice type questions from which students select the most appropriate response. Each set of items has different directions. For example, in one set, which includes six items, students are to select one of the following answers which best describes the statement in the item. The possible answers are: "(A) The statement is a factual judgment. (B) The statement is a value judgment. (C) The statement is a definition." Items in this set include:

> Every citizen should vote in public elections.
> A status is an individual's position in a social group.
> Democracy is good.*

Scoring and Interpretation: Scoring is done by hand as answers are marked in the booklet. A scoring key is provided in the manual.

Time: The test is not timed, but students should be able to complete it in approxiamtely 50 to 60 minutes.

Comments: The test was designed to accompany the *American Political Behavior* program, published by Ginn and Company, and reflects the overall objectives of that program. The manual discusses the development of the test, as well as various uses. It may be used as part of a final exam, as a pre- and posttest, as a means to compare and contrast various civics or government textbooks, or as a survey instrument comparing various student groups. The manual recommends that this test not be used as the sole grading tool of the course. Individual scores may, however, serve as an assessment of performance in the area of skills.

Cost: Package of 35 with manual: $8.25; Specimen set: $2.05.

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*Used with permission.

THE ANALYSIS OF PUBLIC ISSUES PROGRAM (TESTS I-IX)

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: A. G. Larkins and James Shaver. *The Analysis of Public Issues Program: Instructor's Manual*. Houghton-Mifflin Company, One Beacon Street, Boston, Massachusetts 02107.

Date: 1973

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: The tests measure understanding of concepts of ethical analysis, individual frame of reference in understanding issues, language as a means of thinking and communicating, language and word misunderstandings, factual disputes, and choosing between value commitments.

Form: Nine individual tests are provided. Most contain a mixture of true-false and multiple-choice item types. The number of items per test ranges from 20 to 40. Examples follow below.

> Shifts in the names people want to be called--such as Negro to black--often reflect changes in attitudes. (T/F)

> Maintaining different distances from those to whom one is talking and differences in punctuality from one culture to another suggest (A) that spoken and nonverbal language are learned as part of one's frame of reference, (B) we need to be particularly cautious about interpreting actions by people whose frames of reference are not like our own, (C) foreigners are more likely than Americans to insult other people, (D) all of the above, (E) A and B only.*

Scoring and Interpretation: Correct answers are indicated on the instructor's copy.

Time: Each test probably would take 15-20 minutes.

Comments: The tests measure student understanding of concepts acquired through the program cited above as a source. The developers state that the program is designed to help teach students to think reflectively about basic problems facing society. It can be usefully integrated into a social studies program. The tests are based on program materials, and might also be useful to teachers stressing similar concepts in their own social studies programs.

Cost: Instructor's Manual - $9.78.

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ANPA FOUNDATION NEWSPAPER TEST

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Developed by Addison-Wesley Testing Service, South Street, Reading, Massachusetts 01807, in cooperation with the American Newspaper Publishers Association Foundation.

Date: 1972

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12.

Variables: The test measures students' ability to comprehend and analyze what they read in a daily newspaper.

Form: Four forms of the test (two forms for junior high and two forms for senior high) each contain 30 multiple-choice questions based on articles in a fictitious newspaper, which students are given copies of. An example of an item follows below.

> "Dear Editor" (page 2) prints opposing views of the UN posters, probably because (A) people like a good argument, (B) they show that the person opposed to the posters is a crackpot, (C) they represent different views of an issue affecting the schools, (D) they show that some organization must be behind all this propaganda.*

Scoring and Interpretation: Scoring keys are provided for each form.

Time: The test (either form) should be completed in one class period (40 minutes per test).

Comments: The forms can be used as pre- and posttests to diagnose initial newspaper reading deficiencies and to measure progress over a period of time. The ANPA reports that educators using the instrument find it invaluable in identifying necessary newspaper reading skills and in familiarizing students with the daily newspaper.

Reviewed or Evaluated in: TIP #1735

Cost: Specimen set - $2.50; Test booklets - 10/$1.00; Newspapers - 10/$2.50; Handbook - $1.50.

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*Sample test item reprinted by permission of Educational Testing Service, the copyright owner.

CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Bobbs-Merrill Company, Inc., 1720 East 38th St., Indianapolis, Indiana 46206. Developed by Raymond B. and A. K. S. Cattell.

Date: 1960

Grade Level: 3-9 (3-12 and adult)

Subject and Respondent: Students or adults.

Variables: The test provides a concentrated measure of basic intelligence without taking into account achievement or cultural or environmental factors. Four distinct types of insights into complexities are assessed: series, classifications, matrices, and conditions.

Form: The test is divided in two parts, with 46 items in each. Respondents are given series of pictures of geometrical shapes and patterns, and they must indicate the one that does not belong, the one which follows logically in an established pattern, or the one which is needed to complete a set.

Scoring and Interpretation: The tests can be scored by hand or machine. The manual (1960) contains norms and references, reliability and validity data, and commentary on the general nature of the tests and why culture-free tests have a growing role in testing programs.

Time: The entire test (both parts) should be completed in 25 minutes. Parts 1 and 2 can be separated by a few days to a month if necessary.

Comments: The test can be administered in group or individual sessions. Administration requires familiarity with the manual. The test measures primary abilities without being overweighted with verbal and fluency factors, and yet it is a good predictive measure of verbal achievement. It can be used for scholarship selection, class sectioning, educational and vocational guidance, immigrant testing, and correlating intelligence with achievement.

Reviewed or Evaluated in: CSE: TE p. C46, 53, 79, 94. TIP: #364b

Cost: Package of 35 with accessories - $7.95; Single copy - $.40; Specimen set - $1.50.

CORNELL CRITICAL THINKING TESTS, LEVELS X AND Z

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Critical Thinking Project, 363 Education Building, University of Illinois, Urbana, Illinois 61801. Developed by Robert H. Ennis and Jason Millman.

Date: 1971

Grade Level: 7-12 (Level X), college (Level Z)

Subject and Respondent: Students in grades 7-12 or college

Variables: The tests measure ten aspects of critical thinking with the deliberate exception of value judgments. The ten aspects are deduction, assumption, reliability of authorities, generalizations, hypotheses, theories, ambiguity, vagueness, specificity, and relevance.

Form: Level X, for junior and senior high students, contains a story about a landing party from earth on another planet in 1990. Throughout the story, events and statements occur which form the basis of questions. There are 76 questions, all in multiple-choice form. One type contains two statements, which may be reliable, and a third option which identifies the two statements as equally reliable or unreliable. An example follows below.

A. The mechanic has made a quick round of the stone huts and heard a noise in the hearest hut. "There must be someone in that hut," he reports.

B. The health officer, who was in the nearest hut for several minutes, reports, "Nobody is in that hut."

C. Equally reliable or unreliable.*

Level Z for advanced high school students or college students, contains 52 multiple-choice questions grouped in subject matter categories. All relate to given situations, such as a research project or a political debate. Students indicate whether conclusions follow logically from statements given, identify reasons why thinking is faulty, or select the best way of supporting certain points of view.

Scoring and Interpretation: The tests can be scored by hand or machine. The manual explains this, as well as norms, reliability indices, item discrimination data, construct validity, and correlations with other variables.

Time: Each level takes 50 minutes.

Comments: The developers comment that the definition of critical thinking as employed in the test construction is, "critical thinking is the reasonable assessing of statements."

Reviewed or Evaluated in: CSE: TE p. C 11, 72, 73, 80, 98, 101, 102.
TIP II: #1755

Cost: Each test - $.30; Answer sheets (Digitek) - $.02 each; Specimen set - $1.00.

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*Used with permission.

CULTURE FAIR INTELLIGENCE TEST

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois 61820. Developed by Raymond B. Cattell and A.K.S. Cattell. Order from Psychometric Affiliates, Box 3167, Munster, Indiana 46321.

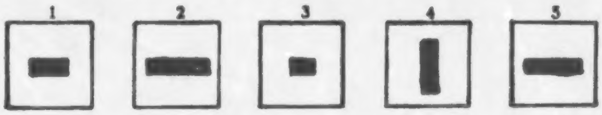
Date: Scales 2, Forms A and B, and 3, Forms A and B, 1957-63

Grade Level: 4-Adult

Subject and Respondent: For Scale 2, students in grades 3-7 and unselected adults. For Scale 3, students in grades 8-12 and adults of superior intelligence.

Variables: The tests are designed to measure intelligence. Influences such as verbal fluency, cultural climate, and educational level have been minimized by making the tests nonverbal. The subjects are asked to perceive relationships in shapes and figures.

Form: There are two scales. Scale 3 is the more difficult. Both are available in two forms, A or B. Scale 2 consists of a total of 46 items, divided into four subtests. Scale 3, which also includes four subtests, consists of 50 items. All items are multiple-choice, and are composed of a series of shapes and figures. Subjects in the first subtest select the answer that best completes a series. In the second subtest they select the example that is dissimilar from the others. In the third subtest, subjects must select the answer which correctly completes a matrix presented. In the fourth subtest, they select the answer duplicating conditions given in an example. One example is provided: Which is different?*



Items in Scale 2 offer five possible answers, while those in Scale 3 offer five on two subtests and six on the other two subtests. Nonverbal examples are given at the beginning of each subtest.

Scoring and Interpretation: Guidelines for scoring and using the norms tables are offered in the manual, *Measuring Intelligence with the*

Cultural Fair Test 3 (1973). Two types of scoring keys are available for each scale, depending on whether answers were marked in the test booklets or on a separate answer sheet.

Time: The total time allotted for each scale is 12½ minutes. This time is further broken down for each subtest.

Comments: Research on the instrument began in the late 1920's. In 1949, after several revisions, the current format was adopted. The manual summarizes stages of research and development. Although this analysis focuses on Scale 2 and Scale 3 there is also a Scale 1. It is designed to be used with children from age four through the third grade, or with older, mentally handicapped persons. Each scale, being nonverbal may be used with non-English speaking people. The manual summarizes essential points regarding reliability and validity. For more complete information on this data, refer to the Technical Supplement accompanying each scale. In addition, users may be interested in *Recent Data on the Culture Fair Scales, Information Bulletin No. 16* (Barton, 1973) published by the same institute. Further references are suggested in "A Guide to Further Reading" at the end of the manual.

Reviewed or Evaluated in: CSE: TE p C 12, 29, 44, 53, 94, 102.
TIP #364

Cost: Specimen set for scales 2 & 3 - $2.70; 25 tests - $5.60; 50 answer sheets - $3.50; Scoring key - $.60; Technical supplement - $1.80; Manual - $1.80.

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*Sample item reprinted with permission of the Institute For Personality and Ability Testing, Champaign, Illinois © IPAT, 1949, 1957.

THE D48 TEST

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306. Developed by The Centre de

Psychologie Appliquee, Paris, France. Revised and adapted from the French Edition by John D. Black.

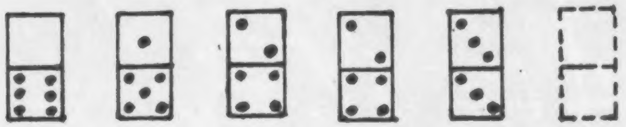
Date: 1961

Grade Level: 5-adult

Subject and Respondent: Students in grades 5-12 or in college, or adults. The test may be administered to either groups or individuals.

Variables: This is a nonverbal intelligence test measuring primarily the "g" or general factor in intelligence. The subject determines various relationships among sets of dominoes. The test is designed to minimize the effects of language differences and cultural differences.

Form: There are 44 items in the test. Each item consists of a set of dominoes arranged in a particular pattern. One domino in each set, outlined with dotted lines, is left blank. This is the domino that the subject must fill in. The following is an example:



A separate answer sheet is provided. There are four examples given at the beginning of the test.

Scoring and Interpretation: Directions, along with a scoring stencil are provided for obtaining the raw score. Normative data is provided for interpretation purposes. This data, it should be noted, is based primarily on French children and adults.

Time: A time limit of 25 minutes is allowed for taking the test.

Comments: Background and development of the test is discussed in the manual. It has proved particularly useful in obtaining a nonverbal measure of intelligence which can be compared with verbal or numerical intelligence scores. Validity and reliability data, as well as norms, are summarized. This data was gathered primarily with French subjects, and is not available on American populations. Use in this country should be conducted on an experimental basis.

Reviewed or Evaluated in: CSE: TE p C 38, 90. TIP: #365

Cost: Specimen set - $2.75; Manual & scoring stencil - $2.50; Experimental kit (5 tests, 25 answer sheets, manual & stencil) - $3.50; Test booklets (25) - $8.50, (100) - $30.00, (500) - $135.00; Answer sheets (50) - $3.50, (250) - $15.00, (500) - $27.50.

EDUCATION FOR DEVELOPMENT: AN EVALUATION SYSTEM

Major Category: COGNITIVE PROCESSES: Critical Thinking

Other Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation: Education Analysis and Evaluation of Curriculum

Source: Vermont State Department of Education, Montpelier, Vermont. Developed by James G. Lengel, 54 Pleasant St., Hyde Park, Massachusetts 02136. ERIC ED 104 739

Date: 1974

Grade Level: Preschool-8

Subject and Respondent: Students and teachers, grades 1-8.

Variables: Several measures are included. Tasks for students involve understanding of conservation of substance, weight, and volume, logical physical relations, additive classification, and conservation of length. A rating scale for teachers (or evaluators) measures environmental and attitudinal aspects of the classroom which are critical to mental growth in children.

Form: Four task activities are described which measure students' concept understanding. Each task series employs physical objects (i.e. clay balls in a glass of water) undergoing change. The test administrator asks what results the changes will have on, for example, weight of the object, water level, etc. Some tasks are adapted from Piagetian sources.

An 81-item rating scale (5-point) for teachers is provided to assess extent to which cognitive process learning objectives are promoted in the classroom. A sample item is, "Children experiment with materials and observe the results."

Scoring and Interpretation: Scoring instructions are provided for the rating scale.

Time: The rating scale probably would take 30-40 minutes to complete. Students' tasks might take 5-10 minutes.

Comments: The tasks and rating scale are part of a system designed to measure how well an educational program fosters development of reasoning structures (physical, logical, social, moral) in children. The source comments on outcome and process objectives, use of evaluation information, and research possibilities. The measures described above are in experimental form, although normative and background data are provided.

Cost: Single copies of instruments are free from the author upon written request. The entire paper is also available through the ERIC system at its regular prices.

FLORIDA TAXONOMY OF COGNITIVE BEHAVIOR

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Institute for Development of Human Resources, University of Florida, Gainesville, Florida 32611. Developed by Bob Burton Brown *et al*.

Date: 1968

Grade Level: 6-adult, teachers

Subject and Respondent: Nonparticipating observer records student and teacher behavior.

Variables: Cognitive behavior is assessed in terms of seven skills: knowledge of specifics, of ways and means of dealing with specifics, and of universals and abstractions; translation; interpretation; application; analysis; synthesis (creativity); and evaluation.

Form: The taxonomy is an observational instrument consisting of 55 items which describe cognitive behavior that can be evidenced by both pupils and teachers in classroom situations. The 55 items are grouped by the seven variable categories listed above. An observer identifies and records these behaviors (by "pupil" or "teacher") as they occur within specified time periods. There are five separate six-minute recording periods in each 30-minute observation period.

Scoring and Interpretation: Scoring merely involves tallying the recorded teacher behaviors and pupil behaviors. No interpretation information is given.

Time: Each observation takes 30 minutes. There may be more than one observation, depending on the purposes of the measure.

Comments: The instrument seems useful in identifying the level of cognitive behavior in a class at any given time. The two recordings for pupil or teacher behavior allow a comparison of the amount of such behavior demonstrated by the two components of the classroom. If student cognitive skills are infrequently evidenced, it might be useful to concentrate on developing certain skills and then use the taxonomy to measure change over a period of time. An accompanying pamphlet defines each behavior so the observer can be certain what he/she should record in each instance.

Reviewed or Evaluated in: CSE: TE p C 62, 67

Cost: Available to educators for the cost of reproduction and mailing.

AN INQUIRY MODEL AND TEST FOR THE SOCIAL STUDIES

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: R. D. Van Scotter and John Haas. *Measuring the "Unmeasurable": An Inquiry Model and Test for the Social Studies*. ERIC ED 079 170. #1 of 1 fiche p. 8-15.

Date: 1972

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: The test measures higher level cognitive thinking processes of students: social sciencing, critical thinking, intuitive thinking, and creative thinking.

Form: The source cited above contains selected items from a complete instrument organized into each of the four types of thinking. To measure social sciencing skills, the student is given a briefly stated position on a contemporary, controversial issue. Respondents must indicate "agree", "disagree", or "undecided", and then write down all questions that come to mind after reading the statement. To measure critical thinking skills, two types of items are presented. In one, students read a statement about observed or supposed facts, are told to regard it as true, and then evaluate several conclusions or inferences as true, false, or requiring more information. In another item, students are given an unidentified map about which they have to guess certain facts. Students then indicate how they decided on their answer. To measure intuitive thinking, two types of questions are given. In one, students read statements about an issue, indicate if they agree or disagree, and then make a list of assumptions as made or not made by the initial statement. In another, students read a passage and choose the most logical deductive statement following it. Then they indicate how they arrived at their decision. To measure creative thinking, one question asks students to select an appropriate title for a cartoon and then explain why they selected the one they did. Another item presents students with a situation and two participants. Students must create a dialogue between the two participants, each defending one side of an issue.

Scoring and Interpretation: Directions for scoring are included in the discussion of each item.

Time: Unspecified.

Comments: Although this is not a complete instrument, the examples of item types are useful per se and can serve as models on which teachers may construct other items.

Cost: Microfiche - $.65; Hard copy - $3.29.

INQUIRY SKILL MEASURES

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Miles A. Nelson and Eugene C. Abraham. College of Education, Temple University, Philadelphia, Pennsylvania 19122. Reprinted in *Journal of Research in Science Teaching*, 10, 4 (1973), pp. 291-97.

Date: 1973

Grade Level: 4-6

Subject and Respondent: Elementary grade children respond to questions asked by teacher.

Variables: The technique measures a child's ability to observe, infer, verify, and classify.

Form: The child is asked to use all five senses in observing the outside of a mystery box and then to make an hypothesis about the inside of the box. The test administrator records verbatim the child's statements. The child then is asked to group 9 different vials of different colored liquids to measure classification skills. Groupings and reasons given by the child are recorded by the test administrator.

Scoring and Interpretation: Directions for judging and scoring responses are given. Scores include accuracy and frequency of correct responses, and the number of senses used in classification and observation.

Time: There is no time limit on either part of the test.

Comments: The developers' intent was to provide a nonpaper and pencil test of childrens' science processes. A discussion of reliability and validity is included, as well as a diagram showing how to construct the mystery box.

Reviewed or Evaluated in: CSE: TE p. C 54, 102.

Cost: Reprints, minimum of 100 - $145.00 plus postage. For smaller quantities write: Permissions Editor, John C. Wiley & Sons, 605 Third Avenue, New York, New York 10016. A permission fee is assessed for reproduction of library copies.

AN INQUIRY TEST FOR THE SOCIAL STUDIES

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Richard D. Van Scotter. "The Development and Analysis of An Inquiry Test for the Social Studies." Unpublished doctoral dissertation. Boulder, Colorado: University of Colorado, School of Education, 1971, pp. 151-93, 18-142. Order from: University Microfilms, Dissertation Copies, P. O. Box 17645, Ann Arbor, Michigan 48106. Order No. 72-3716.

Date: 1971

Grade Level: 10-12 (and older)

Subject and Respondent: Students in grades 10-12.

Variables: The test was designed to measure various aspects of reflective thinking and inquiry learning in social studies, including: inductive thinking (making inferences and drawing conclusions), deductive thinking (analyzing and recognizing assumptions), intuitive thinking (creative divergent and convergent thought processes), and open-minded thinking (questioning assumptions and detecting biases).

Form: The instrument consists of six paper-and-pencil tests. The first "Proceeding with an Argument," consists of five brief statements, each followed by several possible conclusions or inferences which the respondent marks as true, false, or need more information. The second test, "Interrogating," has two parts. The first part contains four statements for which the respondent indicates whether he/she agrees, disagrees, or is undecided. Each statement is then followed by space in which the respondent is asked to write down as many questions as he/she thinks are related to the statement. Part II, with 20 items, also begins with statements. Respondents are asked to write down assumptions underlying the statements. Test #3, "Making Judgements," has 12 items which give respondents information about a nation's activities and then asks them to indicate how likely it would be for that nation to undertake certain other activities. "Figuring Out," the fourth test, asks students to interpret maps, graphs, cartoons, and social science evidence that presents a nontraditional way of viewing various phenomena. It is a two-part multiple-choice test of 34 items. The fifth test, "Confronting Problems," presents 40 position statements related to various social issues and asks students to choose one from four possible responses to each statement. The last test, "Role-Playing," provides one role-playing situation and asks respondents to write a dialogue taking the roles, alternately, of two given partisans in the situation.

Scoring and Interpretation: Scoring instructions for the six tests are provided on pages 75-90 of the dissertation. Also included in those pages is a discussion of the objectives and rationale of each of the tests.

Time: The developer states that it takes two hours to administer the instrument (all six tests) to a class of students. No estimate of scoring and interpretation time is provided.

Comments: This test was developed to measure several types of skills and dispositions related to the goals and materials of the New Social Studies. Although the author suggests that the test be used in its entirety, teachers have stated that the tests might well be used separately. Scoring and interpretation does seem time consuming. Moreover, they require a considerable understanding of statistical scoring procedures. Reliability and validity findings are discussed in detail in the dissertation (pp. 94-136).

Cost: For cost information, write to University Microfilms.

INTERPRETATION OF READING MATERIALS IN ECONOMICS

Major Category: COGNITIVE PROCESSES: Critical Thinking

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Economics

Source: Meno Lovenstein et al. *Final Report on Development of Economics Curriculum Materials for Secondary Schools.* The Ohio State University, Columbus, Ohio. Developed by Social Studies Curriculum Center, Ohio State University. ERIC ED 014 430 (pp. 845-55).

Date: 1966

Grade Level: 9 (9-12)

Subject and Respondent: High school students.

Variables: Reading comprehension and interpretation of statistical data are tested in terms of written passages about capitalism and a consumer system, economic forecasting, and employment.

Form: The instrument contains two exercises each of which is based upon reading passages dealing with economics. Each of the two sets of reading materials is followed by 10 multiple-choice questions relating to the materials. Students read the passage first and then answer the questions, referring to the passage as often as necessary.

Scoring and Interpretation: Correct answers are indicated on the Report copy of the test. One table of item-analysis data is provided.

Time: Total time for reading the passages and answering all 20 questions might be 45 minutes.

Comments: These exercises provide a measure of reading comprehension as well as understanding of basic economic concepts and principles. They might be incorporated into introductory-level programs of economics for high school students.

Reviewed or Evaluated in: TIP II: #7:771, #R:211

Cost: Microfiche - $3.50; Hard copy - $36.68.

MAP AND GLOBE SKILLS DIAGNOSTIC TEST

Major Category: COGNITIVE PROCESSES: Critical Thinking

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Source: *Where and Why* Program, Nystrom, Division of Carnation Company, 3333 Elston Avenue, Chicago, Illinois 60618. Developed by Daniel R. Marken and Paul Bushue.

Date: 1974

Grade Level: 4-8

Subject and Respondent: Students in grades 3-8.

Variables: The test measures student acquisition of map- and globe-reading skills. Twenty-three specific skills are measured, such as computing time differences by using longitude and using a map legend to determine the meanings of selected symbols.

Form: The test contains 69 multiple-choice questions relying heavily on maps, charts, and graphs. An example follows below.

> Test shows three maps of the same place: elevation, rainfall, and frost free areas.
>
> Where do most of the people probably live and farm? (A) the western half, (B) the eastern half, (C) the northern half, (D) the southern half.*

Scoring and Interpretation: A scoring key is provided, as well as a list of which items test specific skills, and which lessons in the *Where and Why* program teach those skills.

Time: The entire test might take as long as an hour. The developers suggest administering the test on two consecutive days if the age and skill level of the students requires shorter test periods.

Comments: The test was originally developed and used by the authors with students in Shoreline School District in Seattle, Washington. It is primarily intended as a diagnostic measure to facilitate placement of students in Nystrom's *Where and Why* program. Teachers using other programs could use the test as a similar diagnostic measure or as an evaluation of skill acquisition during or after the programs.

Cost: 35 test books, 300 response sheets, and scoring template - $30.00.

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*Used with permission.

A MAP UNDERSTANDING EXERCISE

Major Category: COGNITIVE PROCESSES: Critical Thinking

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Geography

Source: Tufts University, Eliot-Pearson Department of Child Study, Medford, Massachusetts 02155. Developed by David Feldman and Gavriel Solomon.

Date: Revised 1973

Grade Level: 4-7

Subject and Respondent: Students in grades 4-7.

Variables: The test measures skills of map reading related to topography, directions, dimensions, produce and industry, and climate.

Form: The test contains 23 multiple-choice questions. A colored map with legend is provided as a basis for all questions, and many include diagrams of sections of the original map showing more detail. Students respond after interpreting the pictorial or statistical information they are given.

Scoring and Interpretation: A scoring key is provided. No interpretation information is given.

Time: Students might need 30 minutes to complete the test.

Comments: The test specifically measures map-interpretation skills, and not previously learned social studies or geography facts. It covers all aspects of map interpretation thoroughly.

Reviewed or Evaluated in: CSE: TE p. C 3, 13, 21, 102.

Cost: Available on request for research purposes from the developer.

OTIS-LENNON MENTAL ABILITY TEST

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Harcourt Brace Jovanovich, Inc., The Psychological Corporation, 757 Third Avenue, New York, New York 10017. Developed by Arthur S. Otis and Roger T. Lennon.

Date: 1967

Grade Level: K-12

Subject and Respondent: Students in grades K-12.

Variables: These standardized tests are designed to measure general mental ability and scholastic aptitude. Emphasis is placed on measuring the student's reasoning ability, as well as his/her ability to deal abstractly with test content covering a variety of cognitive skills.

Form: There are six levels of the test for students in grades K-12, Primary I for last half of kindergarten, Primary II for first half of grade 1, Elementary I for last half of grade 1 through 3, Elementary II for grades 4-6, Intermediate for grades 7-9, and Advanced for grades 10-12. No reading is required for the first three levels. Two forms, balanced in content, difficulty, and discriminating power, are available at each level, allowing for retesting within a relatively short period of time. Each test, at these six levels, consists of 80 multiple-choice items. Students may mark their answers either in the test booklet or on separate answer sheets. One sample item from the advanced test is "BDF is to GEC as JLN is to - a) KMN, b) KMD, c) MKI, d) OKO, e) OMK."*

Scoring and Interpretation: If answers are recorded in the test booklet, these must be hand scored. Separate answer sheets may be scored either by hand or by machine. Specific suggestions for scoring and interpretation are offered in the manual for administration.

Time: The tests at each of the three levels require 45-50 minutes to administer.

Comments: Various editions of the test have been published over the last several decades. The manual briefly describes the history of the test, and summarizes developmental research. The manual also discusses norms and reliability and validity data. A separate norms conversion booklet is available.

Cost: Specimen set - $3.00/each level; Test booklets - Primary I - $9.50/pkg. of 35; Primary II - $9.50/pkg. of 35; Elementary I - $9.50/pkg. of 35; Elementary II - $9.50/pkg. of 35; Intermediate - $9.50/pkg. of 35; Advanced - $9.50/pkg. of 35; Technical handbook (all levels) - $3.50.

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*Reproduced from Otis-Lennon Mental Ability Test Copyright © 1967 by Harcourt Brace Jovanovich, Inc. Reproduced by special permission of the publisher.

PUBLIC CONTROVERSY ANALYSIS TEST 2: ANALYSIS AND EVALUATION OF ORAL AND WRITTEN DISCUSSION

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Malcolm Levin, Fred M. Newman, and Donald W. Oliver. *A Law and Social Science Curriculum Based on the Analysis of Public Issues. Final Report*, pp. 345-346. Harvard University, Graduate School of Education, Cambridge, Massachusetts. ERIC ED 033 969. #5 of 6 fiche, pp. 345-346.

Date: 1969

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: The instrument was designed to find out if students would use concepts taught in the Harvard Public Issue course to analyze and evaluate statements made in a discussion, without specific cues. Respondents are asked to identify the major issue of several dialogues, and to identify all other issues raised, telling what the dialogues have accomplished, identifying the main problems of the dialogues, and suggesting further steps to resolve the problems presented in the dialogues.

Form: The students are given four brief dialogues. In the project's evaluation study, two of these were taped, and two were mimeographed. For each dialogue, respondents answer five questions, each dealing with one of the variables listed above. The first question for instance, asks students to "List all the issues raised or suggested in this discussion."

Scoring and Interpretation: Guidelines for scoring are suggested on page 155 of the *Final Report*.

Time: After each taped dialogue has been played twice students are given five minutes to answer the set of questions. A total of 20 minutes is allowed for students to read the two mimeographed dialogues and answer the questions for each.

Comments: This instrument was developed by the Harvard Social Studies Project as part of the formative evaluation of the *Public Issues Series*, now published by Xerox Education Publications, 1967-74. Since the dialogues are not included with the instrument, the instructor would have to devise his/her own, use dialogues found elsewhere in the *Final Report*, or draw on some of the case studies in the *Public Issues Series*. Reliability data, along with test results for experimental and control groups, is discussed on pages 153-161 of the *Final Report*.

Cost: Microfiche - $1.50; Hard copy not available from EDRS.

PUBLIC CONTROVERSY ANALYSIS TEST 4: ANALYSIS OF STATEMENTS IN DISCUSSIONS

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Malcolm Levin, Fred M. Newmann, and Donald W. Oliver. *A Law and Social Science Curriculum Based on the Analysis of Public Issues. Final Report*. Harvard University, Graduate School of Education, Cambridge, Massachusetts. ERIC ED 033 969. #5 of 6 fiche, pp. 347-352.

Date: 1969

Grade Level: 9-12

Subject and Respondent: Students in grades 9-12.

Variables: The instrument is designed to test student's abilities to analyze and evaluate statements made in discussions about public issues. Respondents are asked to determine the functions of statements in a dialogue. They must decide whether the statements support one position or another, and what the best responses to given arguments would be.

Form: Respondents are given three short dialogues about controversial issues, and asked to answer a set of multiple-choice questions about each. There are 25 items altogether. One example consists of a dialogue between Tom, an anti-communist, and Ed, who believes Communist candidates in this country should have the same rights as candidates from other political parties. Respondents must decide if the following statement supports Tom's position, Ed's position, neither, or both:

> The revised platform of the Communist Party of America states that it has abandoned revolution and intends to seek political power by peaceful means.*

Scoring and Interpretation: Guidelines for scoring and interpretation are not included.

Time: The test could probably be completed in one class period.

Comments: This instrument was developed by the Harvard Social Studies Project as part of the formative evaluation of the *Public Issues Series*, now published by Xerox Education Publications, 1967-1974. Reliability data, along with test results for experimental and control groups, is discussed on pages 153-161 of the same *Final Report*.

Cost: Microfiche - $1.50; Hard copy not available from EDRS.

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A TEST FOR INQUIRY SOCIAL STUDIES

Major Category: COGNITIVE PROCESSES: Critical Thinking

Other Category: COGNITIVE KNOWLEDGE [Achievement]: Social Studies

Source: Sharon Pray-Muir. "Construction of a Device to Measure the Cognitive Outcomes of Inquiry Social Studies," unpublished dissertation, c/o Department of Elementary Education, University of Nebraska, Lincoln, Nebraska 68508. The dissertation may be ordered from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order #77-912).

Date: 1976

Grade Level: 5-6

Subject and Respondent: Students in grades 5-6.

Variables: The test measures student ability to use higher cognitive processes in comprehension, application, analysis, and evaluation of test questions. Inquiry skills are measured, not prior social studies knowledge. Questions are in the area of social studies, anthropology, and other social sciences.

Form: The test contains 40 multiple-choice questions, most of which are preceded by a short passage describing a situation. An example follows below.

> Prices rise when many people want an item or when there is a shortage of that item. Read the following statements, then decide what will happen to the price.
>
> 100,000 new flashlights are sold this year while 100,000 old flashlights are thrown away. What will happen to the price of flashlight batteries? It will (a) go up, (b) go down, (c) remain the same, (d) go up in some places and down in others.*

Scoring and Interpretation: Detailed information on reliability and validity is provided in the dissertation. Scoring manual available from the author.

Time: Students probably would need 30-40 minutes to complete the test.

Comments: The test appears very useful because it measures social studies inquiry critical-thinking skills without depending on subject-matter recall from any particular social studies program. It helps to fill a gap in testing for higher level thinking skills in elementary students.

Cost: $5.00 for a set of 30 tests. Order tests from: Department of Elementary Education, University of Nebraska, Lincoln, Nebraska 68508. Dissertation can be ordered from: University Microfilms, Order #77-912.

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*Used with permission.

WATSON-GLASER CRITICAL THINKING APPRAISAL, REVISED

Major Category: COGNITIVE PROCESSES: Critical Thinking

Source: Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017. Developed by Goodwin Watson and Edward M. Glaser. Order from The Psychological Corporation, 757 Third Avenue, New York, New York 10017.

Date: 1964

Grade Level: 9-adult

Subject and Respondent: Students in grades 9-12, college students, or adults.

Variables: This standardized instrument consists of five subtests designed to measure different, but related, aspects of critical thinking. The tests focus on inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments.

Form: The instrument is available in two forms, each of which includes a total of 100 items. Each item consists of a statement referring to a preceding sentence or paragraph. Students respond on a separate answer sheet. For test 1, they decide if a statement is true, probably true, has insufficient data, is probably false, or false. For Test 2, the choice is between assumption made or not made. For Tests 3 and 4, the choice is between conclusion follows or does not follow. For Test 5 they decide if the argument is strong or weak. One set of questions in Test 2, Recognition of Assumptions, is based on this statement: "Consult your physician to find out whether a tranquilizer will help your particular case." The three following items are then listed and students must decide in each case whether the statement is an assumption which should be made or not. "Tranquilizers may be of help to some people," "People should not take a tranquilizer without first consulting their physician," and "If your physician does not think a tranquilizer will help your case, he will prescribe some other treatment."*

Scoring and Interpretation: The tests may be scored by hand or by machine. A separate scoring key to be placed over the answer sheets is available for hand scoring. Suggestions for interpreting results are also given.

Time: There is no rigid time limit for these tests. The individual tests require from six to 13 minutes. The total test could be completed in about 50 minutes.

Comments: The manual includes norms tables, as well as data on the development and standardization of the test. Over 25 years of study, research, and experimentation on the measurement of critical thinking skills led to the development of the instrument.

Reviewed or Evaluated in: CSE: TE p. C 14, 89, 100. TIP: #1775

Cost: Test booklets (pkg. of 35) - $14.25 (with manual); IBM 805 answer sheets (pkg. of 35) - $2.50 (with class record); IBM 1230 answer sheets (pkg. of 35) - $3.00 (with class record); Specimen set - $2.75/each; Manual - $1.00/each; Class record $.10/each; IBM 1230 directions - $.25/each.

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2.2 Discussion/Debate

ANALYTIC CATEGORY SYSTEM (ANCAS)

Major Category: COGNITIVE PROCESSES: Discussion/Debate

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: M. Levin, F. M. Newman, and D. W. Oliver. *Final Report, A Law and Social Science Curriculum Based on the Analysis of Public Issues*. Harvard University, Cambridge, Massachusetts, pp. 127-40. ERIC ED 033 969. #2 & #3 of 6 fiche. Original ANCAS System developed by D. O. Oliver, J. Shaver, and H. Berlak based on Bales. Adaptation discussed here is by Levin, Newman, and Oliver.

Date: 1969

Grade Level: 9-12

Subject and Respondent: Teacher or nonparticipating observer records aspects of student discussion.

Variables: This multidimensional content analysis system is organized into behaviors and operations to use in characterizing different kinds of discussions or in evaluating the ability of high school students to rationally defend a position in a discussion or debate. Twelve dimensions of behavior are identified: verbal facility, responsiveness and sensitivity, complexity, continuity, relevance, intellectual disagreement, combat, specific-general movement, mutual inquiry and problem-solving behavior, justification and proof process, balance, and task involvement.

Form: There is no actual test form for this content analysis system. As listed above, 12 dimensions of behavior during discussion/debate are identified. In addition, several of those dimensions are broken down into a total of 39 "valued discussion operations," such as "using evidence to support or challenge a factual claim," or "rephrasing or elaborating on a statement to clarify it." Two methods of using these dimensions and operations are suggested. A nonparticipating observer might count the frequencies of particular behaviors, by checking against these lists over a period of debate time. This system is developed in DISCUSSION ANALYSIS CATEGORIES (DAC), p. 187. Another method involves rating discussions on several scale criteria which appear to be related both theoretically and empirically to the productivity of the discussion. This system is discussed more fully in DIALOGUE RATING SCALES, p. 186.

Scoring and Interpretation: A detailed scoring manual for frequency counting is provided. See DISCUSSION ANALYSIS CATEGORIES, p. 187.

Time: An observer may check particular behaviors as identified in the system over a variable period of time. Any time from 5 - 20 minutes might be appropriate.

Comments: The system described in this analysis is derived from a very complex, hard-to-work-with system (the original ANCAS) of Oliver, Shaver, and Berlak. Although this adapted system contains a total of 51 behaviors which might be identified within a discussion, it can also be used to help students discipline and improve the productivity of their discussions. It seems particularly useful as a feedback mechanism for students practicing formal debate skills. See page 187 and page 186 for related systems: DISCUSSION ANALYSIS CATEGORIES and DIALOG RATING SCALES.

Cost: Microfiche - $1.50; Hard copy not available from EDRS.

DIALOGUE RATING SCALES (DRS)

Major Category: COGNITIVE PROCESSES: Discussion/Debate

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: M. Levin, F. M. Newmann, and D. W. Oliver. *Final Report, A Law and Social Science Curriculum Based on the Analysis of Public Issues*. Harvard University, Cambridge, Massachusetts, pp. 147-9; 371-81. ERIC ED 033 969. #3 & #6 of 6 fiche.

Date: 1969

Grade Level: 9-12

Subject and Respondent: Nonparticipating observer or teacher rates dimensions of student discussions.

Variables: The DRS are designed to assign overall ratings to a complete two-person discussion of a controversial issue. In addition to a global quality scale, there are 10 specific scales: verbal facility, sensitivity, emotionality, disagreement, relevance, combat, mutual inquiry, repetition, task involvement, and balance in participation. These scales are meant to complement the DISCUSSION ANALYSIS CATEGORIES, p. 187 in interpreting the ANALYTIC CATEGORY SYSTEM, p.

Form: Students (in pairs) read and discuss a case study that raises a controversial issue. Their discussion is tape-recorded. The tape-recording is then used by the rater in assigning ratings on the ten five-point scales and the global quality scale. Several written case studies are contained in the source cited above. Additional studies can be found in the Harvard Social Studies Project. *Public Issues Series*, Columbus, Ohio: American Education Publications, 1967-70.

Scoring and Interpretation: A detailed and complete scoring manual is provided (pp. 371-81) with rating instructions. Interpretive comments about comparative results of the DRS for experimental and control groups are reported.

Time: Students probably would need at least 30 minutes to read and then discuss one case study. Listening to the tape-recordings and rating the discussions might take 15-20 minutes.

Comments: The instrument was developed by the Harvard Social Studies Project and was used for formative evaluation. A companion instrument, DISCUSSION ANALYSIS CATEGORIES, p. 187, was developed by the project and it is recommended that the two instruments be used together as techniques for measuring components of the ANALYTIC CATEGORY SYSTEM, p. 184. DRS are relatively complex and more time consuming than most paper-and-pencil tests. The instrument may be useful in identifying the level of discussion skill attained by particular students, but the lack of diagnostic instructions may reduce its effectiveness.

Cost: Microfiche - $1.50; Hard copy not available from EDRC.

DISCUSSION ANALYSIS CATEGORIES (DAC)

Major Category: COGNITIVE PROCESSES: Discussion/Debate

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: M. Levin, F. M. Newmann, and D. W. Oliver. *Final Report, A Law and Social Science Curriculum Based on the Analysis of Public Issues*. Harvard University, Cambridge, Massachusetts, pp. 141-7; 383-415. ERIC ED 033 969. #3 of 6 fiche.

Date: 1969

Grade Level: 9-12

Subject and Respondent: Nonparticipating observer or teacher records aspects of student discussion.

Variables: The DAC provides frequency counts of specific operations which students employ in discussions. (See p. 184 ANALYTIC CATEGORY SYSTEM.) The instrument is designed to classify statements in a small-group discussion of a controversial issue. Each operation (a complete thought or sentence) in the discussion is classified within one of two sets of categories. Justification process categories include specification, reference to case, conditionals, substantive relevance, distinction, source, general framework, analogy, weighing/qualifying, and probing/questioning. Communication process categories include clarification, definition, need for information, issue stating, and other discussion processes. Thus, a mixture of cognitive, affective, and social skills are observed.

Form: Students read and discuss a case study that raises a controversial issue. Their discussion is tape-recorded. The tape recording is then used by the scorer in classifying the statements made in the discussion. Several written case studies are contained in the source cited above. Additional studies can be found in the Harvard Social Studies Project. *Public Issues Series*, Columbus, Ohio: American Education Publications, 1967-70.

Scoring and Interpretation: A complete and detailed scoring manual is provided (pp. 383-415). This includes an annotated, scored sample discussion. Interpretive discussion of DAC results for experimental and control groups are reported.

Time: Students probably would need at least 30 minutes to read and then discuss one case study. Scoring of each tape-recorded discussion would take at least 30 minutes.

Comments: The instrument was developed by the Harvard Social Studies Project and was used for formative evaluation. A companion instrument, DIALOGUE RATING SCALES, p. 185, was developed by the project and it is recommended that the two instruments be used together as techniques for measuring components of the ANALYTIC CATEGORY SYSTEM, p.184. DAC is relatively complex and will require more than average time to administer and score. However, it seems particularly useful as a diagnostic tool in helping pinpoint discussion skills or lack of them.

Cost: Microfiche - $1.50; Hard copy not available from EDRS.

GROUP OBSERVATION SHEET AND DISCUSSION GUIDE

Major Category: COGNITIVE PROCESSES: Discussion/Debate

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Source: *Dealing With Causes of Behavior, Intermediate Teacher's Manual, Grades 4-5.* Lakewood City Public School System, Lakewood, Ohio. ESEA Title III Project, Educational Research Council of America, and State of Ohio Department of Education. Order from Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

Date: 1972

Grade Level: 4-5

Subject and Respondent: Nonparticipating observer records observations of how student groups work in making decisions.

Variables: The dynamics of a group discussion are recorded in terms of types of behavior manifested by participants, interaction of individuals with other individuals and with the group as a whole, and degree of involvement of each participant.

Form: The instrument contains a checklist of seven elements of group dynamics during discussion, such as providing information or becoming angry. The observer watches the group while decision making is going on, and checks each type of behavior as it happens in the group. After the group has reached consensus, the observer reviews his/her observations with the group and leads a discussion using seven questions. These involve group members in evaluating problems of the discussion, alternatives to behavior evidenced during the discussion, and suggestions to help the group work together better the next time.

Scoring and Interpretation: No instructions for scoring and interpretation are included.

Time: Observation time would depend on the length of the discussion - anywhere from 5 - 20 minutes. Discussion of the observation results might take another 5 - 20 minutes.

Comments: This instrument seems useful for helping young students learn how to cooperate in group discussions and how to submit individual opinions to group consideration. The observer probably could be the teacher, as long as students do not interrupt their discussion to interact with the teacher.

Cost: $2.28.

HARVARD PROJECT SOCIAL STUDIES EVALUATION - STUDENT RATING FORM: PERFORMANCE IN CLASS DISCUSSION

Major Category: COGNITIVE PROCESSES: Discussion/Debate

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Communication: Classroom Climate

Source: M. Levin, F. M. Newmann, and D. W. Oliver. *Final Report, A Law and Social Science Curriculum Based on the Analysis of Public Issues*. Harvard University, Cambridge, Massachusetts. ERIC ED 033 969. #5 of 6 fiche, p. 354/355.

Date: 1969

Grade Level: 9-12

Subject and Respondent: Teacher evaluates individual student participation in discussion.

Variables: Teachers evaluate student's performance in class discussions by noting frequency of participation, role in discussing, and quality of contributions.

Form: The form contains one checklist and two seven-point rating scales. A section for additional comments is also provided.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: It would take a teacher less than a minute to complete the form.

Comments: The form is easy to use and can furnish comparative information about the participation levels of students in an entire group or class.

Cost: Microfiche - $1.50; Hard copy not available from EDRS.

PRESENTING A POSITION TO THE CLASS

Major Category: COGNITIVE PROCESSES: Discussion/Debate

Source: *Strategies for Measuring Learning: An Evaluation Handbook for Teachers of "From Subject to Citizen."* Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Developed by Education Development Center, 55 Chapel, Newton, Massachusetts 02160.

Date: 1972

Grade Level: 8-12

Subject and Respondent: Junior and senior high school students' oral presentations are evaluated by selves, peers, and teachers.

Variables: Three elements focusing on content rather than mode of presentation are provided. One section helps students organize their ideas and presentation, anticipate rebuttals from opponents in special situations, and plan their presentation strategies. Another section helps train students to listen to and observe the presentations of others, and to evaluate the effectiveness of the presentations. A third section helps students analyze and interpret data from the first two sections, evaluating their own presentations.

Form: There are three separate sheets. On the position sheet the presenter responds to five questions asking about his goals and the arguments to be used in the debate. The observer sheet contains seven questions, involving listing, short-answer, and yes-no item types. On this sheet each observer evaluates the presenter's arguments. The analyzing effectiveness sheet provides seven questions (listing, yes-no, and short-answer) which require the presenter to review his presentation in terms of his initial goals and the observers' evaluations.

Scoring and Interpretation: No scoring or interpretive information is given.

Time: Each sheet would take about 5 minutes to complete.

Comments: The sheets seem especially useful in helping students who are not familiar with debating techniques to specify their goals and argument plans before going into debate. The feedback sheets from observers will help not only the presenter but also allow the observers to develop criticism skills of both sides of the debating activity.

Cost: $1.50.

3.0 STUDENT ATTITUDES

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CONSUMER BEHAVIOR QUESTIONNAIRE

Major Category: STUDENT ATTITUDES: Economic Attitudes

Source: Sally Campbell. *Consumer Education in an Age of Adaptation.* Consumer Information Services, Sears, Roebuck and Co., Sears Tower, Chicago, Illinois 60684. ERIC ED 060 210 (Available from ERIC only in microfilm.) Order from Association Films, Inc., Agents for Sears Consumer Information Services, 512 Burlington Avenue, LaGrange, Illinois 60525.

Date: 1971

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12.

Variables: Students' behavior as consumers is measured in terms of shopping habits, money management, credit buying, and familiarity with service and consumer organizations.

Form: Thirty-six questions comprise the instrument. All require answers of "yes," "no," or "occasionally." An example: "Do you consider how an item will be used when deciding what quality to buy?"*

Scoring and Interpretation: No scoring or interpretation instructions are given.

Time: The questionnaire would require 10-15 minutes to complete.

Comments: Teachers could use this questionnaire in planning a consumer-education curriculum which would be relevant to the experiences and practices of the students.

Cost: This instrument is one of several included in the booklet, *Consumer Education in an Age of Adaptation.* The booklet price is $2.00.

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*Used with permission.

END-OF-COURSE QUESTIONNAIRE: COURSE IN NINTH GRADE ECONOMICS

Major Category: STUDENT ATTITUDES: Economic Attitudes

Source: Meno Lovenstein et al. *Final Report, Development of Economics*

Curriculum Materials for Secondary Schools. The Ohio State University, Columbus, Ohio. EIRC ED 014 430 (pp. 923-26).

Date: 1966

Grade Level: 9

Subject and Respondent: Students in grade 9.

Variables: Students' attitudes are obtained toward the economics course developed in the source cited above, and toward economics, mathematics, history, and science in general.

Form: The questionnaire consists of four multiple-choice items, three short-answer items, and five Likert scales using the word-association method. The scales obtain students' attitudes toward fields of study in terms of adjectives such as "useful - impractical," "boring - interesting," and "difficult - easy." Another scale, *Opinions About Outcomes of Economics*, p. 197, may be incorporated as part of the questionnaire.

Scoring and Interpretation: No scoring and interpretation instructions are given.

Time: Students would require between 20 and 30 minutes to complete the questionnaire.

Comments: Although the multiple-choice and short-answer component of this instrument refers to a specific course described in the source cited above, the questions would be relevant to any course, economics or other, in the high school curriculum. Teachers may find the questionnaire useful in evaluating their own courses. The Likert scales may be helpful in identifying interest and problem areas of specific students.

Cost: Microfiche - $3.50; Hard copy - $36.68.

INVENTORY OF MANPOWER AND ECONOMIC ATTITUDES

Major Category: STUDENT ATTITUDES: Economic Attitudes

Source: Robert L. Darcy and Phillip E. Powell. *Teacher's Manual Manpower and Economic Education: A Personal and Social Approach to Career Education*. Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222.

Date: 1974

Grade Level: 8-12

Subject and Respondent: Students in grades 8-12.

Variables: The survey obtains students' attitudes toward unemployment, labor unions, causes of inflation, job requirements and opportunities, wages, and the role of the federal government in business.

Form: Forty statements are given for which students must indicate agreement or disagreement on a five-part scale, "strongly agree," "agree," "undecided," "disagree," or "strongly disagree." The statements express opinions such as, "Labor unions are too strong today."*

Scoring and Interpretation: No scoring or interpretation instructions are given.

Time: Students would require about 30 minutes to complete the survey.

Comments: The specified grade level for which this survey was developed is grades 8-10, but it seems appropriate for any grade in junior or senior high school. The survey might be used as a pre- or post-course assessment of students' attitudes toward manpower and economics. If used as a pre-course measure, teachers may find it useful in determining specific course content appropriate to the students' needs. Scoring the responses of an entire class would be difficult without a summary sheet on which many responses might be compared. Results of classroom evaluation of the *Manpower* materials, which used this instrument are provided in Appendix D of the teacher's manual.

Cost: Paperbound - $5.00; Clothbound - $7.00

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*Used with permission.

OPINIONS ABOUT OUTCOMES OF ECONOMICS

Major Category: STUDENT ATTITUDES: Economic Attitudes

Source: Meno Lovenstein et al. *Final Report, Development of Economics*

Curriculum Materials for Secondary Schools. Ohio State University, Columbus, Ohio. ERIC ED 014 430 (p. 830).

Date: 1966

Grade Level: 9

Subject and Respondent: Students in grade 9.

Variables: Learning outcomes of economics study.

Form: The instrument is a rating scale consisting of nine outcomes which students rate from one to five in terms of what is important to them. An example: "Learn definitions of basic economic terms."*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students would require between 5 and 10 minutes to complete the scale.

Comments: The scale would be useful in planning an economics curriculum. Because there are only nine scales, interpretation of responses would be easy despite the lack of instructions. The source is available as a document in the ERIC system, ED 014 430.

Cost: Microfiche - $3.50; Hard copy - $36.68.

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*Used with permission.

STUDENT SURVEY: MY CONSUMER PROFILE

Major Category: STUDENT ATTITUDES: Economic Attitudes

Source: Sally Campbell. *Consumer Education in an Age of Adaptation.* Consumer Information Services, Sears, Roebuck and Company, Sears Tower, Chicago, Illinois 60684. Order from Association Films Inc., Agents for Sears Consumer Information Services, 512 Burlington Avenue, LaGrange, Illinois 60525.

Date: 1971

Grade Level: 7-12

Subject and Respondent: Students respond to questions which will create profiles of themselves as consumers.

Variables: Cultural background, experiences, interests, attitudes, and consumer behavior of students, are obtained.

Form: The survey contains 30 items of a checklist or short-answer format. Questions range from student's age to responsibilities at home and major appliances owned by the family.

Scoring and Interpretation: No directions for scoring or interpretation are given.

Time: Most students should be able to complete the survey within 20 minutes.

Comments: The survey includes a variety of questions for teachers to use as a basis for developing their own survey according to the cultural and socioeconomic makeup of their students and their community. The survey as it is provides a consumer profile which some teachers may find adequate. Its major use would be in obtaining comparative profiles of a class in order to tailor the curriculum to specific needs and interests.

Cost: This instrument is one of several included in the booklet, *Consumer Education in an Age of Adaptation*. The booklet price is $2.00.

3.2 Political Attitudes

WHEN YOU GROW UP

Major Category: STUDENT ATTITUDES: Political Attitudes

Source: A. N. Oppenheim. *Attitudes in Civic Education in Several Countries: Development of Cross-National Scales*. International Association for the Evaluation of Educational Achievement, Stockholm, Sweden. ERIC ED 109 042. Order from John Wiley & Sons, 605 Third Avenue, New York, New York 10016.

Date: 1970

Grade Level: 1-8

Subject and Respondent: Elementary school students.

Variables: Students' attitudes toward civic issues in local and national affairs are measured.

Form: Students respond to 15 biased statements by indicating whether or not the statement is made by a person they would like to be.

Scoring and Interpretation: No scoring or interpretation instructions are given. A brief statement is made about factor analysis and difference profiles in the developmental process.

Time: Students would require about 15 minutes to complete the test.

Comments: It may be helpful for the teacher to read aloud the test items for students in early grades who might have reading difficulties. The instrument could be used as a pre- or post-course measure of students' civic attitudes.

Cost: Available from EDRS.

3.3 Racial/Ethnic Attitudes

ATTITUDE SCALES AND CORRELATIONS BETWEEN AFFECTIVE AND COGNITIVE ITEMS

Major Category: STUDENT ATTITUDES: Racial/Ethnic Attitudes

Source: Milton Kleg. *Race, Caste, and Prejudice: The Influence of Change in Knowledge on Change in Attitude*, Appendices E, F, G. Anthropology Curriculum Project, University of Georgia, Athens, Georgia 30602. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order #71-3743)

Date: 1970

Grade Level: 9-12 (adults)

Subject and Respondent: Students in high school and adults.

Variables: Attitudes toward racial and ethnic groups are measured.

Form: Two scales are included. Both contain statements of opinion to which respondents indicate one of five possible reactions: "strongly agree," "agree," "undecided," "disagree," "strongly disagree." Statements are of the following nature: "Minority racial groups are a major cause of crime since such people are naturally criminal."* One scale contains 80 items; the other contains 35.

Scoring and Interpretation: No specific instructions for scoring and interpretation are given. An appendix, Appendix E, shows a matching of affective items (from the scales above) with cognitive items.

Time: Between 20 and 30 minutes would be required to complete the scale with 35 items. Between 45 and 50 minutes would be required for the scale with 80 items.

Comments: Although no scoring information is given, the scales would be useful in obtaining individual or group attitudes toward racial/ethnic groups. Results could be used in counseling, determining content of a course on race and ethnic studies, or measuring attitude change after a course.

Cost: Contact University Microfilms for current prices.

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*Used with permission.

LOWER GRADE UNIT, INTERVIEWS I, II, III

Major Category: STUDENT ATTITUDES: Racial/Ethnic Attitudes

Source: John S. Gibson. *The Intergroup Relations Curriculum: A Program for Elementary School Education*, Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02052.

Date: 1969

Grade Level: 1-3

Subject and Respondent: Elementary grade students are interviewed by their teachers.

Variables: The instrument is designed to measure the child's degree of prior contact with blacks, impression of contact, and general awareness of groups.

Form: Three separate interviews are presented. Children must be interviewed one at a time. Interview I, the teacher and child discuss the child's contact with blacks in terms of friends, neighbors, television characters, and newspaper/magazine pictures. Eight question groups are given to help draw answers from the child. In Interview II, the teacher and child make up a story involving the child's interaction at a party where children from several racial groups are present. Pictures depicting activities involving the children are used. The "script" of the story and the pictures are provided. Interview III involves the child in choosing his/her favorite colors in order of preference from a group of seven crayons. The crayons are red, yellow, blue, orange, green, brown, and black. The child tells the teacher what he/she uses each color for as it is selected.

Scoring and Interpretation: No instructions for scoring or interpretation are given.

Time: Each of the first two interviews might take as long as an hour. The third interview should take about 15 minutes.

Comments: Although there are no scoring or interpretation instructions, the first two interviews should be useful in determining the child's experience with and attitudes toward blacks. The crayon preference interview might be hard to interpret. All interviews must be conducted on an individual basis and would therefore require a lot of time. It may be appropriate for counselors to observe or interpret the interviews, but children probably would be most at ease responding to their own teacher.

Cost: $5.00 paperbound.

OPINION SURVEY FOR PROJECT INSIGHT

Major Category: STUDENT ATTITUDES: Racial/Ethnic Attitudes

Source: Ronald R. Beshel et al. *Evaluation Report: Project Insight, 1969-70*. ERIC ED 045 463 (pp. 27-40).

Date: 1970

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Attitudes are measured toward integration, derogatory stereotypes of specific minorities, black power, militancy, flexibility, tolerance, ease, social acceptance, and human rights.

Form: Three forms are presented: A-5, A-6, A-7. Forms A-6 and A-5 each contain seven scales with a total of 48 items. Form A-7 contains five scales with 36 items. Most of the items in forms

A-5 and A-7 are the same except for slight wording changes to accommodate for black or white respondents. On all three forms, the items are statements of opinion to which respondents indicate agreement or disagreement.

Scoring and Interpretation: Each scale has directions for scoring and interpretation.

Time: Each form would require about 30 minutes to complete.

Comments: Developmental background is reviewed, and discussions of content specification and homogeneity maximization are presented in terms of the final selection of items. The scoring and interpretation instructions broken down by scale seem very helpful in understanding responses toward any one variable. Teachers or counselors may find parts of the scales useful in constructing their own opinionnaires or may use the entire set in assessing individual or group attitudes. It may be helpful and fairly easy to design a separate answer sheet.

Cost: Microfiche - $.50; Hard copy - $2.80.

A SCALE FOR MEASURING ATTITUDE TOWARD ANY DEFINED GROUP

Major Category: STUDENT ATTITUDES: Racial/Ethnic Attitudes

Source: Milton Kleg. *Race, Caste, and Prejudice: The Influence of Change in Knowledge on Change in Attitude*. Anthropology Curriculum Project, University of Georgia, Athens, Georgia 30601. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order #71-3743). Copyright held by Purdue Research Foundation, 1960.

Date: 1970

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: The scale measures attitudes toward any group in terms of personality, behavior, and intelligence.

Form: The scale provides space for five groups to be rated on 17 characteristics such as, "are of a gregarious nature," "are religiously inclined," or "have a tendency toward insubordination."* Names of groups can be written in. Students check boxes in a matrix to indicate their perceptions of the groups.

Scoring and Interpretation: No instructions for scoring or interpretation are given.

Time: Students probably would require 5 minutes or less to complete the scale.

Comments: The scale seems particularly useful because of the "write-in" nature of the groups to be evaluated. Thus it can be used for determining attitudes about any ethnic, racial, or other type of group.

Cost: Contact University Microfilms for current price.

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*Used with permission.

SOCIAL DISTANCE SCALES 1, 2, AND 3

Major Category: STUDENT ATTITUDES: Racial/Ethnic Attitudes

Source: Milton Kleg. *Race, Caste, and Prejudice: The Influence of Change in Knowledge on Change in Attitude.* Anthropology Curriculum Project, University of Georgia, Athens, Georgia 30602. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order #71-3743).

Date: 1970

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: Students' attitudes toward specific ethnic and racial groups are measured in terms of what relationships they would want to have with them. Groups include Mexican-Americans, Whites, Negroes, Chinese-Americans, and American Indians.

Form: There are three scales. Each gives a matrix of three groups and eight types of relationships. Students check boxes representing the types of relationships they would want to have with members of each ethnic or racial group. Groups are identified as "Negro--

college education--professional--income $15,000 per year" or "Mexican-American--high school education--skilled worker--income $8,000 per year." Relationships are described as "have as close friend," "play on the same team," "speaking acquaintance only," or "would want kept out of my state."*

Scoring and Interpretation: No instructions for scoring or interpretation are given.

Time: Each scale would take about a minute to fill out.

Comments: The scales provide a reading of students' attitudes toward ethnic and racial groups in a range of situations from very personal to impersonal.

Reviewed or Evaluated in: TIP II: #4:88

Cost: Contact University Microfilms for current prices.

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*Used with permission.

UPPER AND LOWER GRADE UNITS, CHILDREN'S PERCEPTIONS OF MINORITY GROUPS AS SEEN THROUGH THEIR DRAWINGS

Major Category: STUDENT ATTITUDES: Racial/Ethnic Attitudes

Source: John S. Gibson. *The Intergroup Relations Curriculum: A Program for Elementary School Education,* Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02052.

Date: 1969

Grade Level: 1-6

Subject and Respondent: Children in elementary grades.

Variables: Children's perceptions are measured of themselves, their friends, and Negro children in various situations.

Form: Children are asked to draw pictures of themselves, a friend, and a Negro child in situations in school or at home.

Scoring and Interpretation: No instructions for scoring or interpretation are given.

Time: It is suggested that children do drawings in sets (self, friend, Negro) and that they should be done in more than one sitting. The activity could be extended throughout a week, month, or length of program convenient to the teacher.

Comments: The concept of interpreting children's drawings of themselves as opposed to others seems useful, and this technique may be quite effective. However, if there is little difference in the pictures, this may be due to inability to draw, and differing perceptions may remain unidentified. On the other hand, the drawing activity seems to be a good one in terms of holding children's interest.

Cost: $5.00 paperbound.

UPPER GRADE UNIT: STEREOTYPE SORTING EXERCISE

Major Category: STUDENT ATTITUDES: Racial/Ethnic Attitudes

Source: John S. Gibson. *The Intergroup Relations Curriculum: A Program for Elementary School Education*, Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02052.

Date: 1969

Grade Level: 3-6

Subject and Respondent: Teacher asks questions to which students in grades 3-6 respond by sorting and ranking cards.

Variables: Students' attitudes toward groups (Irish, English, Negroes, Americans, Halians, Jews, Puerto Ricans, and "friends" are measured). Stereotypic characteristics are used as cues for identifying attitudes.

Form: Children are given groups of cards on which are printed stereotype descriptions such as "polite," "smart," "dirty," and "thinks up good ideas." There are 24 cards. For each group identified above, the students select the cards which they think typify the group. Selected cards are put into an envelope and kept by the teacher. When all groups have been covered, the students then rank order their "liking" of groups by selecting, one at a time, the envelopes (labeled by group) which they like best. Teachers record the ranking on separate paper. Students perform the selection and ranking individually.

Scoring and Interpretation: No instructions for scoring or interpretation are given.

Time: Students probably will require 30 minutes to complete the sorting and ranking activities.

Comments: Detailed instructions are given for the teacher to administer and supervise the activities. The technique of involving the children in card-sorting seems good. The "test" is like a game. It could be used to determine students' attitudes toward racial and ethnic groups in many contexts. Teachers in lower grades may not have specific attitudes toward some groups, depending on their exposure to the groups.

Cost: $5.00 paperbound.

UPPER GRADE UNIT: SENTENCE COMPLETION INSTRUMENT

Major Category: STUDENT ATTITUDES: Racial/Ethnic Attitudes

Source: John S. Gibson. *The Intergroup Relations Curriculum: A Program for Elementary School Education,* Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts.

Date: 1969

Grade Level: 3-6

Subject and Respondent: Students in grades 3-6.

Variables: Students' attitudes are measured toward the following groups: Negroes, American Indians, White Protestants, Irish, Jews, Chinese, and Italians.

Form: The instrument has two parts. Part I consists of 14 short-answer or open-ended questions. Part II contains a list of 7 racial or ethnic groups, followed by a series of descriptors. Students match descriptors to the groups they think appropriate.

Scoring and Interpretation: A code book provides interpretive information.

Time: Students probably would require 20-25 minutes to complete the instrument.

Comments: The instrument allows children to express their attitudes about various groups by describing any attributes they are aware of. This may make group comparisons difficult, for instance, if one child describes a group by geographic origin and another child describes the same group by religion. The "forced-choice" nature of Part II, where children must relate specific terms to each group, would provide a more consistent basis for comparison.

Cost: $5.00 paperbound.

3.4 School Attitudes

ATTITUDE INVENTORY FOR YOUTH

Major Category: STUDENT ATTITUDES: School Attitudes

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality; Self Concept

Source: J. L. French and B. W. Cardon, Pennsylvania State University, 102 Cedar Building, University Park, Pennsylvania 16802.

Date: 1969

Grade Level: 9-12

Subject and Respondent: Self evaluation, students in grades 9-12.

Variables: This inventory is designed to give students the opportunity to assess their attitudes toward or viewpoints on, planning, school and teachers, personal traits, self image, personal goals, parents' image of student, and friends' image of student.

Form: The seven sections of this inventory consist of a total of 225 items to which students respond. The first five sections each consist of a continuum scale and statements or phrases which the students rate. One example is: "There are too few subjects for kids to take in school."* Students respond by marking the answer sheet A for strongly agree, B for agree, C for neutral or undecided, D for disagree, or E for strongly disagree. The last two sections each consist of a brief, open-ended statement and 55 possible responses. Students mark all responses which they feel are appropriate.

Scoring and Interpretation: No guidelines for scoring or interpretation are suggested.

Time: Students would probably be able to complete the inventory within a 30 minute period.

Comments: Although there are no suggestions for scoring, the inventory would be useful to students for self-evaluation purposes.

Cost: Available from SSEC for the cost of reproduction and mailing.

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*Used with permission.

CHILDREN'S ATTITUDE INVENTORY

Major Category: STUDENT ATTITUDES: School Attitudes

Source: Donald M. Ronchi et al. *Ability Performance Attitudes and Process Education.* Eastern Regional Institute for Education, 635 James Street, Syracuse, New York 13203. ERIC ED 062 723 (pp. 63-67, 75-79).

Date: 1971

Grade Level: 1-6

Subject and Respondent: Students in elementary grades.

Variables: Children's attitudes are measured toward thinking, learning, and working together or independently to solve thought problems.

Form: A hypothetical problem is described which requires thinking skills, not arithmetic, to solve. Students do not solve the problem. They react "yes" or "no" to 60 questions and statements about solving the problem if it were presented to the class. Examples of the items are: "In a problem like this one, the best answer will be the one that most of the class decides is right," and "If most of the other children had solved this problem, but you had not, would you want to give up?"* Students can circle answers directly on the test sheet, or a separate answer sheet can be used.

Scoring and Interpretation: No instructions for scoring or interpretation are given.

Time: Students might need half an hour to complete the inventory.

Comments: The inventory was used as part of a research study involving the use of MATCH boxes in the classroom. It was administered as a pre- and posttest to determine changes in children's attitudes about thinking and problem solving. Teachers may be able to use it as a general measure of students' attitudes toward problem solving, or they may adapt it for use with specific materials designed to develop thinking skills.

Cost: Microfiche - $.65; Hard copy - $6.58.

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*Used with permission.

FACES SCALE

Major Category: STUDENT ATTITUDES: School Attitudes

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes toward Others)

Source: Dr. Jack R. Frymier, College of Education, 29 West Woodruff Avenue, Ohio State University, Columbus, Ohio 43210.

Date: 1969

Grade Level: 1-3

Subject and Respondent: Self evaluation by elementary school students.

Variables: Children's attitudes toward school, learning, and other social interactions are measured.

Form: Pictorial rating scales are used. Children are given an answer sheet containing 18 pairs of faces. There are two forms, A and B, of 18 questions each. In each pair, one face is happy and one is frowning. The teacher reads 18 questions asking the child how he/she feels about various things, and the child responds by marking the happy face or the sad one. An example of a question is, "How do you feel when you think about how fast you learn?"*

Scoring and Interpretation: Brief scoring instructions are given. No interpretation information is given.

Time: Children would probably require between 20 and 30 minutes to understand the spoken questions and mark their responses.

Comments: The developer cautions that the scale is still a research tool in a development phase. He advises using the scale as a research instrument and looking very carefully at results.

Reviewed or Evaluated in: IMAB p. 147.

Cost: Free

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*Used with permission.

MINNESOTA SCHOOL AFFECT ASSESSMENT

Major Category: STUDENT ATTITUDES: School Attitudes

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Center for Educational Development, University of Minnesota. Order from Edward O. Swanson, Statewide Testing Program, Student Counseling Bureau, 3036 University Avenue S.E., Minneapolis, Minnesota 55414.

Date: 1977

Grade Level: 1-12

Subject and Respondent: Self evaluation. Students in grades 1-12.

Variables: One part of the instrument measures students' affective reaction toward academic subjects, school personnel, peers, and various learning modes and situations. The second part assesses students' feelings of academic pressure, support, constraint, motivation, acceptance and exclusion, self-worth, and adequacy of communication within the school setting.

Form: There are two forms, one usually used for grades 1-3, and one usually used for grades 4-12. Each has two parts. The 4-12 form has more items in both parts than the 1-3 form. Part one on form CL (1-3) contains 65 "faces" scales, with a choice of three faces representing the student's feelings about ideas, such as "learning to read better" or "choosing what I want to learn." Part two on form CL contains 55 items in a Likert-scale true-false arrangement. Students indicate degrees of "true" or "false" in response to statements such as "I like to help other children learn." Part one on the CU form (4-12) contains 77 semantic scales with the terms "important-unimportant," "pleasant-unpleasant," and (on 11 of the scales) "dangerous-safe." Examples of cues are, "listening to music," "teacher aides," and "tests." Four scales are blank so that optional cues can be provided by the proctor. Part two on form CU contains 84 items in a Likert-scale true-false arrangement. Statements are of the following nature: "I want other students to leave me alone," or "The school is too noisy."*

Scoring and Interpretation: Scoring and processing can be done by the Minnesota Statewide Testing Program, Student Counseling Bureau, University of Minnesota. Score reports for school districts or school buildings include item distributions by grade, item averages by grade, averages for summary "cluster" scores by grade, across-grades profile plot of item averages, and across-grades profile plot of summary-score averages. A manual contains extensive comments on planning and assessment, administering the test, interpreting results, research studies, and validity and reliability.

Time: Depending on grade level, the test may take 30-60 minutes.

Comments: The test was developed as an instrument to measure the affective outcome of instruction and curriculum in one specific school district, and to serve as a model for affective assessment in school districts anywhere. The developmental background, as documented in the manual, is thorough. It seems useful as a tool to measure affect across grades. The extensive examples of interpretation of across-grades graphs point out the changes in interpreting affective data without understanding patterns of change. The instrument is of dubious value for individual student assessment, both because of loss of anonimity and instability of individual's affect.

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THE PENNSYLVANIA QUESTIONNAIRE

Major Category: STUDENT ATTITUDES: School Attitudes

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Pennsylvania State Department of Education, Harrisburg, Pennsylvania. Developed by Paul Campbell et al., Educational Testing Service, Princeton, New Jersey. ERIC ED 051 267.

Date: 1970

Grade Level: 5 and 11

Subject and Respondent: Fifth and eleventh grade students.

Variables: Six of 10 goals of quality education for the state of Pennsylvania are measured. Item groups include understanding others, interest in learning, citizenship, creativity, appreciation of human accomplishments, and preparation for the demands of a changing world.

Form: The instrument contains ten individual inventories, two of which are designed exclusively for elementary level (5th grade). Four are for secondary level (11th grade), and four can be used at both levels. Item types in all the inventories are multiple-choice or rating scales. Number of items per inventory averages 35. Examples of items follow below.

> Secondary level (5-point scale "agree-disagree").
> Families of any race should be allowed to live in any neighborhood they wish.
>
> If I found a wallet with money in it, I would try to return it to the owner. "agree-disagree"*

Scoring and Interpretation: No scoring or interpretation instructions are given. For the Pennsylvania statewide assessment program, the tests were scored centrally. Supporting data is available on request. Reliabilities, validity, item and factor analyses, and percentile distributions are available.

Time: Each test would require between 5 and 25 minutes.

Comments: These tests were developed specifically for use in Pennsylvania assessment programs in 1970. Although not intended for independent use by teachers, some of the inventories may be useful for individual classroom measurement of attitudes toward school. Test administrators can interpret results fairly easily without special manuals. A new, revised set of tests will be available in 1978. Write to J. Robert Coldiron, Chief, Division of Educational Quality Assessment, Office of Planning and Evaluating, Dept. of Education, Box 911, Harrisburg, Pennsylvania 17126.

Cost: Microfiche - $.65; Hard copy not available from EDRS.

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SCHOOL SENTIMENT INDEX: A SURVEY OF STUDENT ATTITUDES TOWARDS TWO VANCOUVER SECONDARY SCHOOLS

Major Category: STUDENT ATTITUDES: School Attitudes

Source: Allan Moodie. Vancouver Board of School Trustees, 1595 West 10th Avenue, Vancouver, British Columbia. Developed by the Instructional Objectives Exchange, Los Angeles, California. ERIC ED 057 110. #1 of 1 fiche p. 7-10.

Date: 1971

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: The index measures students' attitudes towards five aspects of school: teacher (mode of instruction, authority and control, and interpersonal relationships), learning, school social structure and climate, peers, and general.

Form: The instrument is a self-report device containing 83 statements to which students indicate "strongly agree," "agree," "disagree," or "strongly disagree," on a separate answer sheet. An example of statements used is "I often feel rushed and nervous at school."*

Scoring and Interpretation: Scoring instructions are included. The survey mentions use of I.B.M. 1230 answer sheets. These may be available from the developer. No specific information for interpretation is included.

Time: Students would probably require half an hour to complete the index.

Comments: The index would be appropriate for assessing student opinion of any secondary school. It seems useable at the junior high level, also. The source is available as a document in the ERIC system, ED 057 110.

Cost: Microfiche - $.65; Hard copy - $3.29.

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STS YOUTH INVENTORY

Major Category: STUDENT ATTITUDES: School Attitudes

Other Categories: PSYCHOLOGICAL and SOCIAL CHARACTERISTICS: Self Concept; Values (Values Clarification)

Source: Scholastic Testing Service, Inc., 480 Meyer Road, Bensenville, Illinois 60106. Developed by H. H. Remmers and Benjamin Shimberg.

Date: 1967

Grade Level: 7-12

Subject and Respondent: Self evaluation. Students in junior and senior high school. (Spanish edition available.)

Variables: Student attitudes are measured in the following areas: school, after high school, about myself, getting along with others, and things in general.

Form: The inventory is basically a 4-point rating scale with 167 items. For every item, expressed as a statement, there are three boxes of diminishing sizes and one even smaller circle. The student marks a box or the circle depending on whether the statement represents a serious problem to the student, a small occasional problem, or if it doesn't express the way the student feels at all. The statements are of the following nature: "I need more information about junior colleges," "I am afraid of making mistakes," and "Is there something I can do about race prejudice?"*

Scoring and Interpretation: No instructions for scoring or interpretation are provided. Machine scoring available for group results only.

Time: Students probably would need 30-35 minutes to complete the inventory.

Comments: The inventory is useful in identifying general areas of concern of high school adolescents, as well as specific problems of individuals and subgroups. Counselors as well as teachers may be interested in responses. A form entitled *STS Junior Inventory* is also available for students in grades 4-8.

Reviewed or Evaluated in: CSE: TE p. A 13, 31, 70, 83, 86. TIP: #1361

Cost: Booklets (35/package): 1-15 packages - $7.30/pkg.; 16-30 packages - $6.60/pkg.; 31 + packages - $5.90/pkg. Answer sheets (50/pkg.) - $8.50/pkg.; General manual - $2.00/each; Profile - $.05/each; Specimen set - $1.00/each; Scoring service: Basic service - $.20/pupil; Pooled analyses - $4.00/group.

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TEACHING-LEARNING TECHNIQUES SURVEY

Major Category: STUDENT ATTITUDES: School Attitudes

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Climate)

Source: *Final Report of Aptos School's Project Future,* Appendix A. Pajaro Valley Unified School District, P. O. Box 630, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Students rate their preference for certain kinds of classroom environments.

Variables: Student preferences are assessed for various kinds of teaching techniques and learning environments, such as use of AV equipment, lecture, student research, and individual teacher attention.

Form: The instrument is a 5-point rating scale with 21 items. Items describe classroom situations, such as "Classes where I get a chance to give reports in front of the class." Students rate their feelings about each item ranging from "like very much" to "don't like at all."*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students probably would need ten minutes to complete the rating scale.

Comments: The scale enables a teacher to determine a student's preferences for certain learning environments. This may be useful in interpreting attitude and achievement, or in planning class activities. A class summary sheet could be easily designed and would be useful.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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3.5 Social Attitudes

3.51 Attitudes toward Specific Social Problems

3.511 Careers

CAREER MATURITY INVENTORY

Major Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Specific Social Problems - Careers)

Source: John O. Crites. CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

Date: 1973. (A revised 1977 edition was not available for analysis.)

Grade Level: 7-12, adults

Subject and Respondent: Individuals in a position to receive counseling or make decisions about career choices.

Variables: The inventory contains two measures to assess the maturity of career behaviors: an attitude scale and a competence test. The attitude scale elicits the feelings, subjective reactions, and disposition that the individual has toward selecting a career and becoming a member of the work force. Five attitudinal clusters are surveyed: conception of career decision making, involvement in career decision making, independence in career decision making, orientation to career decision making, and compromise in career decision making. The competence test measures cognitive variables involved in selecting an occupation: self appraisal, occupational information, goal selection, planning, and problem solving.

Form: The attitude scale contains 50 statements about career choice. Respondents mark on an answer sheet "T" if they agree, and "F" if they disagree. The competence test is made up of five parts, containing 20 multiple-choice items each. Part 1 contains items which give descriptions of a person. The respondent must select one of four statements about the person which tells what the respondent thinks about the person. A "don't know" option is included. Part 2 consists of items which describe jobs. Respondents select the most appropriate occupational title, or "don't know." In part 3, the items give descriptions of people, and respondents select the best occupation for those people. Items in Part 4 present an occupational title with three steps that a person could complete to prepare for and enter the occupation. Respondents select the correct order for completing the steps. Part 5 consists of items describing a problem that a person is having in school or in choosing a career. Respondents select the best of several possible solutions to the problem.

Scoring and Interpretation: The administration and use manual contains directions for scoring both the attitudes scale and the competence test. Standard scoring rules are explained, as well as options for hand- and machine-scoring. The CompuScan scoring service provides for each measure a career maturity profile, class record sheet, frequency distribution reports, administrator's summary, and right response summary. The career maturity profile gives general interpretive information to the student. The manual provides extensive data and commentary on uses of the measures, norms, and percentile conversion tables. A separate booklet, the Theory and Research Handbook, explains content, item selection, reliability, validity, and further research for each measure.

Time: Suggested time limit for the attitude scale is 20 minutes. Suggested time limits for each of the five parts of the competence test are 20 minutes, making a total of one hour and 40 minutes.

Comments: The manual explains that the inventory was developed for use with individuals at a minimum of a sixth-grade reading level. It can be used in helping adolescents, young adults, or older adults in planning careers or identifying career areas appropriate to the individual. Teachers or counselors, as well as parents, would find the interpretive services helpful in understanding the meaning of students' scores. The name of the inventory was formerly the Vocational Development Inventory. It was changed to reflect growing concern for career education and recognizes that career "maturity" develops in individuals during a period of progressive change. In the revised 1977 edition the competence test is unchanged, but more items have been added to the attitudes scale to enable analysis of subscales.

Reviewed or Evaluated in: CSE: 7-8 p. 152; 9010 p. 197, 11-12 p. 204. TIP II: #2103

Cost: Complete inventory (package of 35 copies), including administration and use manual - $23.45; Specimen set, including inventory, administration and use manual, and theory and research manual - $5.00.

HALL OCCUPATIONAL ORIENTATION INVENTORY

Major Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Specific Social Problems - Careers)

Source: L. G. Hall. Scholastic Testing Service, Inc., 480 Meyer Road, Bensenville, Illinois 60106.

Date: 1971 - Young Adult and College Inventories; 1976 - Intermediate Level & Adult Basic Level

Grade Level: 3-12, college and adults

Subject and Respondent: Grades 3-12 and college students interested in career counseling; adults with low literacy levels in the work force.

3.0 STUDENT ATTITUDES

Variables: The inventory helps individuals relate information about themselves to selected occupations in such a way that the information is meaningful and facilitates occupational exploration. This is accomplished by obtaining individuals' attitudes toward variables known to be important to occupational choice and to satisfactory performance of a job. There are 46 item content areas:

1. abstract, creative tendencies
2. age
3. aptitudes
4. aspiration
5. belongingness
6. business contracts
7. characteristics of co-workers
8. characteristics of management
9. control, planning
10. data
11. employee organizations
12. esteem of self, of others
13. evaluation (sensory, judgmental)
14. evaluation (measurable, verifiable)
15. health and accident hazards
16. hours of work
17. ideas, feelings, facts
18. influencing people
19. information and understanding
20. isolation
21. job entrance, advancement, retirement
22. monetary rewards (earnings)
23. monetary rewards (supplements, benefit)
24. nonmonetary rewards
25. people (personal relationships)
26. people (relationships to public)
27. physical capacities
28. places of employment
29. precision, limits, standards
30. prestige, esteem
31. processes, machines
32. repetitive, short cycles
33. routine, concrete activity
34. safety needs
35. scientific, technical tendencies
36. self-actualization
37. sex
38. social requirements
39. social welfare
40. specific instruction
41. stress
42. things, objects
43. training, education
44. vacation preferences
45. variety, change
46. working conditions

These content areas comprise 22 scales of three kinds: directional, degree, and verification. Directional scales measure the individual's expressed orientation toward or away from the areas described in the scales. Degree scales measure the intensity of concern about the areas described, but not the direction of that concern. The verification scale measures defensiveness and tendencies to make insincere responses.

Form: The inventory consists of 220 statements that describe jobs. (In Intermediate Level, for grades 3-7, statements describe school work.) Students rate each statement according to how they would feel about taking a job which the statement characterized. Five ratings are possible: "most desirable," "desirable," "not important," "undesirable," or "very undesirable." Statements are of the following type: "Your work gives you much personal satisfaction." (Or, Intermediate Level: "You feel good about the work you do in school.")*

Scoring and Interpretation: Separate response sheets are provided on which students mark their answers. These sheets are designed so that the same marks the respondents use in answering the items cumulate on the inner side of the response sheet to form scores for the 22 scales. Directions for calculating scale scores and raw scores are given. A machine-scorable answer sheet is available, also. Extensive interpretation information is provided in three forms: a counselor's manual, a different interpretive folder for each different level, and a book titled the Hall Career Education Reader. The new manual has 52 pages. It also describes many counseling strategies and classroom activities, lesson plans, and background information. It contains information on scale summaries, validity and reliability. The interpretive folders contain instructions to the student for completing a profile sheet and descriptions of specific scores.

Comments: Teachers or counselors may find the inventory useful in helping students identify the types of occupations they would like to learn more about. The hand-scoring response sheets seem well suited to individual counseling sessions with immediate feedback, and the machine-scorable sheets would be useful in obtaining data on large groups of students when time is not a pressing factor. The 2 new levels developed in 1976 (Intermediate and Adult Basic) enable the survey to be used with elementary students and with low-literate adults.

Reviewed or Evaluated in: CSE: 7-8 p. 151, 152; 9-10 p. 195, 196, 197; 11-12 p. 201, 202, 203, 204. TIP: #2187

Cost: Any level inventory booklet - pkg. of 20 - $13.00/pkg; any level intermediate folder - pkg. of 20 - $5.00/pkg; any level response sheet - pkg. of 20 - $5.00/pkg; Hall Career Education Reader - $1.50 each; Counselor's manual - $3.50 each; STS scoring service - $.80/pupil; Specimen sets: with counselor's manual - $5.75; without counselor's manual - $2.50.

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KUDER PREFERENCE RECORD - PERSONAL FORM AH

Major Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Specific Social Problems - Careers)

Source: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. Developed by G. Frederic Kuder.

Date: 1948

Grade Level: 9-12, adult

Subject and Respondent: Students in grades 9-12, and adults.

Variables: The instrument assesses individual preference for being active in groups, for familiar and stable situations, for working with ideas, for avoiding conflict, and for directing or influencing others.

Form: The instrument contains 168 items, each consisting of three activities which the respondent ranks in order of preference. Marking answers involves punching through the answer sheet with a pin into corrugated paper placed underneath the answer sheet. An example of an item is:

R. Speak without warning to a large group about your work or studies.
S. Make a thank-you speech to a small group of friends at a surprise party for you.
T. Not have to make a talk at all.*

Scoring and Interpretation: The examiner manual (1976) explains how to score, obtain a profile, interpret high and low scores, male and female norms, and individual scale scores. A classification of possible occupations according to major interests is provided, as well as test construction and statistical data.

Time: There is no time limit. Adults may need 40 minutes, and high school students may take longer.

Comments: The test is self-administering, and can be given in a group or individually. The instrument was developed to supplement the KUDER PREFERENCE RECORD-VOCATIONAL, which assesses preference for 10 broad occupational areas. By using the PERSONAL FORM, an individual can be directed to occupations that appear promising in light of his or her personal and social preferences, within areas suggested by the VOCATIONAL FORM.

Reviewed or Evaluated in: CSE: TE p. A 81. TIP: #1256

Cost: 25 record booklets - 1-19 pkgs - $2.75/each; 20-199 pkgs - $25.05/each; 200 + pkgs - $23.65/each; Scoring materials - 25 pins and backboards - $5.50; 100 pins - $7.40; 100 backboards - $14.60; Answer pads (100/pkg) - 1-4 pkgs - $28.10/each; 5-49 pkgs - $25.30/each; 50 + pkgs - $23.90/each; Profile sheets (100/pkg) - $7.75/each; Specimen set - $2.50.

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3.512 Environment

ENVIRONMENT AND CHANGE: PRE AND POST UNIT ATTITUDE SURVEYS; WORLD ENVIRONMENTAL CONCERNS: PRE AND POST UNIT

Major Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Specific Social Problems - Environment)

Source: George Gregory. *Environment Change*. Robert Sweeney. *World Environmental Concerns: Social Studies Units*. Pittsburgh, Pennsylvania: Social Studies Curriculum Center, Carnegie-Mellon University. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Date: 1974

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12.

3.0 STUDENT ATTITUDES

Variables: Students are surveyed on their attitudes about themselves in relation to school and their community and about citizen responsibilities in government and environmental issues.

Form: There are two surveys, the preunit and the postunit. Each contains 30 attitude scales with a choice of five responses ranging from "strongly disagree" to "strongly agree." The surveys are divided into three parts, with ten scales in each. Items are identical on the two surveys, thereby facilitating a definite indication of attitude change (if any) after class study of the units. Surveys for the *Environment and Change* and *World Environmental Concerns* units are identical except for one item in which the unit name is mentioned.

> An example: "A citizen should feel free to criticize governmental decisions which threaten the environment."*

Scoring and Interpretation: Scoring directions are given for the preunit survey, and the same method would apply for the postunit survey. No interpretation instructions are given, but teachers will readily understand the differences in scores from one survey to the other.

Time: Each survey would require about 20 minutes to complete.

Comments: The surveys are experimental instruments designed as part of instructional units on the two topics, *Environment and Change* and *World Environmental Concerns*. The units themselves were developed for grades 7 through 9 and 10 through 12 respectively. However, the surveys can be used apart from the curriculum material in the units in order to determine general student attitudes about themselves and the environment. Teachers may be able to adapt the surveys to more specific needs of their own environmental education curriculum.

Cost: For cost information write to University Microfilms.

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3.513 Peace

GLOBAL AWARENESS QUESTIONNAIRE

Major Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Specific Social Problems - Peace)

Source: Peace Research Laboratory, 6251 San Bonita, St. Louis, Missouri 63105.

Date: 1974

Grade Level: 9-adult

Subject and Respondent: Students studying world affairs or similar topics, as well as adults interested in world peace and possibly considering it as one aspect of their career activity.

Variables: Students' attitudes toward individual responsibility in terms of their own country and the world.

Form: This questionnaire is a rating scale consisting of 17 statements with agree-disagree options, and one open-ended question.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: The instrument would require about 5 minutes to complete.

Comments: The questionnaire has been used by the developer as an opening activity at the beginning of world affairs courses. Teachers may find this instrument useful in assessing attitude change and worldmindedness of students in courses on world problems and peace. Peace-related reading material and curriculum items can be obtained from the source along with other related instruments.

Cost: 20¢ per copy.

3.514 Worldmindedness [Global Approach]

HUMAN LOYALTY EXPRESSIONNAIRE

Major Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Specific Social Problems - Worldmindedness [Global Approach])

Source: Peace Research Laboratory, 6251 San Bonita, St. Louis, Missouri 63105.

Date: 1973

Grade Level: Not specified. Probably best used with high school students or adults.

Subject and Respondent: Not specified. Probably high school students or adults.

Variables: Individuals are rated on their degree of worldmindedness in terms of topics such as governmental systems, distribution of money and world resources, immigration, attitudes toward racial and religious groups, and the responsibility of individuals to the world, their country, their family, and themselves.

Form: The instrument is mainly a rating scale containing 96 statements to which respondents indicate agreement, disagreement, indecision, or no opinion. In addition, there are four multiple-choice and four short-answer questions.

Scoring and Interpretation: No scoring or interpretation instructions are provided.

Time: Approximately 45 minutes would be required to complete the instrument.

Comments: Social studies teachers may find the instrument useful in assessing students' attitudes before and after courses on world affairs or international issues. Because of the lack of scoring materials it may be time consuming to construct a class profile of ratings on all 96 statements.

Cost: 50¢/copy (sample copy free).

3.52 Attitudes Toward Others

HOW I FEEL ABOUT MYSELF

Major Category: STUDENT ATTITUDES; Social Attitudes (Attitudes Toward Others)

Source: *Institute for Teachers and Principals on "Integrated" American History in the Inner-City Elementary Schools: Director's Report.* Department of Educational Administration, University of Wisconsin, Madison, Wisconsin. ERIC EO 048 044. #3 of 3 fiche, App. G, 6 pages.

Date: 1970

Grade Level: 1-6

Subject and Respondent: Elementary school students.

Variables: Students rate their feelings toward other children, parents, teachers, school, and school activities.

Form: One hundred phrases describing activities or behavior are presented. Students mark whether they do or do not feel good about each activity, or if they are not sure.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students would require between 30 and 45 minutes, depending on reading level.

Comments: Administration instructions require the teacher to read each item aloud while students follow silently on their test copies. This would be helpful in early grades where students may not read well. Test results probably would be more useful in understanding individual student behavior than in understanding behavior patterns of the class as a group.

Cost: Microfiche - $.65; Hard copy - $6.58.

SEMINARS FOR PARENTS: QUESTIONNAIRES FOR SEMINARS I-IV

Major Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Others)

Source: *Exploring Childhood.* Education Development Center, 55 Chapel, Newton, Massachusetts 02160.

Date: 1973

Grade Level: Parents, possibly high school students.

Subject and Respondent: Parents respond to questions on the subject of preschooler-adolescent-parent relationships.

Variables: Parents are surveyed on their feelings about the relationships between adolescents and preschoolers, the influence of the home atmosphere upon a child's values and behavior, child safety, and methods of dealing with stress.

Form: The instrument consists of four questionnaires, each of which focuses on one of the variables listed above. Five items deal with adolescent-preschooler relationships; these are multiple-choice and short-answer questions. Six items, multiple-choice and short-answer, test parent perceptions of the home atmosphere as illustrated in a short film. In order to obtain attitudes toward child safety, four short-answer questions seek parent reactions to specific statements, such as, "Children will be children, therefore parents can't prevent accidents."* Multiple-choice, short-answer, and one scale item comprise the section which focuses on stress situations.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Each questionnaire would require between 5 and 20 minutes, depending on the number of short-answer questions involved. The questionnaire requiring written reactions to statements about child safety would probably require the most time.

Comments: Although the questionnaires were developed to be used at different points in a specific unit about exploring childhood, they appear to be useful for teachers or counselors wishing to obtain a profile of parent attitudes in general. Without the film, the second questionnaire would not be useable, but the questions might serve as models for the development of others appropriate to specific teachers' needs.

Cost: $2.50.

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4.0 PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS

4.1 Interpersonal Competence

(Major Category):

The Barclay Classroom Climate Inventory (BCCI). 232
Barclay Early Childhood Skill Assessment Guide. 234
Behavior Rating Form (BRF) and Self-Esteem Behavior (SEB) 236
California Preschool Social Competency Scale. 237
The Child Behavior Rating Scale 239
Child Behavior Survey Instrument. 240
Kohn Problem Checklist. 241
Preschool and Kindergarten Performance Profile. 242
The Pupil Rating Scale: Screening for Learning Disabilities .244
Social Competence Scale 245
Vineland Social Maturity Scale, 4th Edition 247

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4.2 California Test of Personality (CTP) 249
4.2 Developmental Profile. 251
4.3 The Florida Key. 262
4.3 Inferred Self-Concept Scale. 263
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4.1 Behavior Rating Form (BRF) and Self-Esteem Behavior (SEB). 236
4.1 The Child Behavior Rating Scale. 239

4.43 Gardner Analysis of Personality Survey (GAP). 297
4.42 Measuring the Degree of Value-Related Behavior. 292
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4.42 Survey of Interpersonal Values. 295

4.3 Self Concept

(Major Category):

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The Measurement of Self-Concept in Kindergarten Children . . .266
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Self-Concept of Ability Scale. 274
Self-Esteem Inventory. 275
Self Observation Scales. .277
Self Perception Inventory (Martin) 278
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The Story of Jimmy 283
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When Do I Smile? 287

(Other Category):

3.4 Attitude Inventory for Youth. 208
4.1 Barclay Early Childhood Skill Assessment Guide. 234
4.1 Behavior Rating Form (BRF) and Self-Esteem Behavior (SEB) 236
4.43 Gardner Analysis of Personality Survey (GAP). 297
4.43 The Hartman Value Profile (HVP) 299
3.4 Minnesota School Affect Assessment. 211
4.42 Murphy Inventory of Values. 293
4.43 Perception of Values Inventory. 301
4.2 Personal Orientation Inventory (POI). 255
3.4 The Pennsylvania Questionnaire. 213
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4.43 Social and Personal Needs Survey. 305
3.4 STS Youth Inventory 215

4.4 Values

4.41 Moral Development

(Major Category):

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How to Assess the Moral Reasoning of Students: A Teachers' Guide to the Use of Lawrence Kohlberg's Stage-Development Method 289

4.42 Values Clarification

(Major Category):

California Life Goals Evaluation Schedules 291

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Murphy Inventory of Values 293

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5.12 The Taxonomy of Affective Behavior. 322

4.43 Value Change

(Major Category):

Gardner Analysis of Personality Survey (GAP) 297

The Hartman Value Profile (HVP). 299

Perception of Values Inventory 301

Pictorial Study of Values. 303

The Rokeach Value Survey 304

Social and Personal Needs Survey 305

(Other Category):

4.42 Measuring the Degree of Value-Related Behavior. 292

4.42 Murphy Inventory of Values. 293

4.1 Interpersonal Competence

THE BARCLAY CLASSROOM CLIMATE INVENTORY (BCCI)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Specific Social Problems - Careers); EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Source: Educational Skills Development, Inc., 431 South Broadway, Suite 321, Lexington, Kentucky 40508. Developed by James R. Barclay.

Date: 1977 (revised from 1971)

Grade Level: 3-6

Subject and Respondent: Self evaluation. Peer evaluation. In three scales students in grades 3-6 evaluate selves. In one scale students evaluate peers. In one scale teacher rates students.

Variables: The BCCI is designed to assess social and affective skills in the elementary classroom in order to identify children who may need help in their classroom relationships and learning. The instruments consist of five sets of scales utilizing three different sources of data: self-report judgments, peer nominations, and teacher expectations. The three self-report scales measure self-competency skills, vocational awareness, and behavioral interest. Each of these scales is composed of several dimensions of subscales. The self-competency scale, for example, consists of the artistic-intellectual, realistic-outdoor, social-conventional, and enterprising dimensions. The peer nominations scale involves children in identifying classmates whom they perceive to have the skills listed in the self-competency scale. The teacher scale measures teacher perception of an individual child's personal and social adjustment, effort and motivation, introversion-extroversion, and a number of other characteristics. The analysis of data from these scales produces a description of the individual child as viewed by him/herself, his/her peers, and his/her teacher, organized into six factors: achievement-motivation, control-stability, introversion-seclusiveness, energy-activity, sociability-affiliation, and enterprising dominance.

Form: The BCCI is a booklet and computer answer sheet divided into five sections. Section A, the vocational awareness scale, consists of 72 items. Students indicate interest or disinterest with yes or no answers. An example is, "Doing gardening or landscaping to make yards and parks look nice."* Section B includes 40 items measuring self competency. Students indicate ability with a yes or a no, as in, "I can paint pictures."* Section C, the behavioral-interest scale, consists of 51 items to which students respond "not at all," "sometimes," or "most of the time." An example is, "Reading books for fun."* The next section, called "Group Nominations" consists of 28 items, such as "Who gets along with everyone?"* Students answer all questions by writing in the name of a classmate. The final section is for the teacher to fill out. This scale consists of 61 adjectives. The teacher marks the adjectives which he/she feels normally apply to the individual student. Some of the adjectives are: enthusiastic, trustful, coordinated, disorganized, responsible, and withdrawn.

Scoring and Interpretation: The BCCI cannot be scored by hand due to its complexity. It is scored by computer, requiring approximately two weeks for processing. Schools receive two bound copies of each classroom report. These reports include "individual reports, a group report of the class, grids comparing self and group choices, and two summary tables indicating characteristics of each child by factor scores and suspected problems." A user's manual discusses data interpretation.

Time: The inventory is not to be timed, but can usually be completed in approximately one hour and fifteen minutes.

Comments: The BCCI is a unique instrument because it provides information on student social and affective skills based on three different data sources--self, peer, and teacher. The provision of computerized profiles and reports, complete with suggestions for how to help students, is another unique feature of this evaluation instrument.

The instrument has been revised several times since the original 1971 version. A very helpful user's manual, entitled *Appraising Individual Differences in the Classroom: A Manual For the Barclay Classroom Climate Inventory,* is available. This manual provides an overview of the BCCI, an explanation of how to use it for diagnostic purposes, a description of the research background of the instrument, including reliability and validity studies, and a discussion of specific strategies that could be used to help children with specific learning and social development problems. In addition to the BCCI for elementary students, *The Barclay Learning Needs Inventory* is available for junior and senior high school students. This instrument is similar in rationale and structure to the BCCI. It is, however, not analyzed in this sourcebook.

Reviewed or Evaluated in: TIP II: #1108. MSPA: p. 150.

Cost: This instrument is purchased as part of a package of services which include processing of the data and printing reports of the results. Reports to the teacher are available for individual and group analyses. A special computer printout of positive feedback for the individual student is also included. Full report for 1-25 classrooms is $47 per classroom. Abbreviated report for 1-25 classrooms is $32 per classroom (the abbreviated report cites mainly high and low scores rather than scores in the average range). A specimen set of BCCI materials, containing a manual, assessment booklet, answer sheets, a set of administration instructions, and some supplementary information is available for $9.50. The manual sells separately for $8.50. The booklets, also available in Spanish, are $.50 each.

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*Used with permission.

BARCLAY EARLY CHILDHOOD SKILL ASSESSMENT GUIDE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Educational Skills Development Inc., 431 South Broadway, Suite 321, Lexington, Kentucky 40508. Developed by Lisa K. Barclay and James R. Barclay, University of Kentucky.

Date: 1976 (revised from 1973)

Grade Level: Preschool, K-1, special education

Subject and Respondent: Teachers observe and evaluate children's development.

Variables: The guide assesses a child or group's progress in four skill areas: sensory-motor-perceptual; discrimination learning including memory skills, tactile skills, listening skills, and visual matching; self concept; and social skills including attention-responding, task-order, and social interaction.

Form: This instrument consists of over 100 items organized into ten parts. Eight parts are completed by the teacher, one by the student him/herself, and one by the parents. Based on classroom observation the teacher judges each student on his/her abilities in the various skill areas. For example, under sensory tasks, one item is, "Responds favorably to taste stimulation of sour items. Identifies sour taste of lemon juice, vinegar, lemonade, other items."* Under sensory and memory discrimination, one item is, "Can imitate a motor skill. Imitates raising of hands, bending over, leaning right or left."* On an individual screening sheet, the teacher marks whether the child is "deficient," "needs improvement," or is "satisfactory." The self-concept section consists of 25 items which the teacher reads to the students. The students answer "yes" or "no" depending upon whether they feel they can usually do that thing well. One example is: "Do you like to ask questions?"* The parent section consists of ten items in which the parent rates his/her child's ability on a four-point scale ranging from "Can do all or most of these or does them frequently" to "Can do none of these or almost never does them."

Scoring and Interpretation: The forms are computer scored and a report is provided to answer these questions: "How does the individual child compare with his group?" "How does the teacher evaluation compare with the impressions of the parent?" "What specific area needs attention (if any) and what are some suggested activities for this area?"

Time: Testing or observing the child on all aspects of the four skill categories may require an hour. Some children may be well developed in basic areas, such as sensory and motor. These items can be eliminated and thus the time will be reduced. The developers state that assessment of a whole class should take no longer than a week.

Comments: The guide provides a variety of ways to measure a child's progress in various areas and a means to profile his/her needs. It is recommended that curriculum or guidance activities be planned in consultation with other teachers, principals, school psychologists, counselors, or curriculum consultants. Comparative norms are available only for the self-concept scale. A detailed manual is provided.

Cost: Guide with specimen forms - $6.50; Forms (packages of 25) - $4.70 per package.

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*Used with permission.

BEHAVIOR RATING FORM (BRF) AND SELF-ESTEEM BEHAVIOR (SEB)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Other Categories: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality; Self Concept

Source: Self-Esteem Institute, 1736 Stockton Street, San Francisco, California 94133. Developed by Stanley Coopersmith.

Date: BEHAVIOR RATING FORM - 1975
SELF-ESTEEM BEHAVIOR - 1967

Grade Level: K-12, adult

Subject and Respondent: Observer records behavior of child, student, or slow adult.

Variables: These forms are used to evaluate behavior as related to poise, self assurance, self trust, reactions to new situations, reactions to criticism and failure, self deprecation, hesitation to express opinions publicly, and defense mechanisms.

Form: The BEHAVIOR RATING FORM contains 13 items on a five-point rating scale. Observers rate behavior using questions such as, "Does this child show confidence and assurance in his actions toward his teachers and classmates?"*

The SELF-ESTEEM BEHAVIORS contains five items on a five-point rating scale. An example is, "Does this child become upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, withdrawing?"*

Scoring and Interpretation: Hand-scoring keys are provided for each instrument.

Time: Raters would need no more than five minutes to complete each form.

Comments: The forms can be used by teachers or counselors to identify parent or teacher observations of behavior. For a related instrument, see SELF-ESTEEM INVENTORY, p. 275.

Reviewed or Evaluated in: CSE: TE p. A65.

Cost: $5.95.

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*Used with permission.

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306. Developed by Samuel Levine, Freeman F. Elzey, and Mary Lewis.

Date: 1969

Grade Level: Preschool

Subject and Respondent: Teachers rate children aged from two years and six months through five years and six months.

Variables: The scale is designed to evaluate the social competence of preschool children. Items measure a variety of behaviors, all of which are usually observable in a preschool setting. These behaviors include responding to routine, responding to the unfamiliar, following instructions, seeking help, communicating wants, and reacting to frustration.

Form: The scale includes 30 items, each of which consists of four statements representing various degrees of competence for that particular item. Only one statement is to be selected for each item. An item measuring the degree to which a child helps others includes the following four statements: "When another child is having difficulty (such as using equipment, dressing) - (1) He never helps the other child. (2) He helps another child only when they are playing together. (3) He sometimes stops his own play to help another child. (4) He frequently stops his own play to help another child."* The manual accompanying the scale includes clarifying statements for certain items. For instance, for the item just quoted it states, "In rating a child on this item, it is to be assumed that the child being rated is aware that another child is having difficulty." A summary profile sheet is provided on the back of the scale.

Scoring and Interpretation: Directions for scoring are given in the manual. Raw scores can be converted to percentiles by referring to the tables of norms at the back of the manual.

Time: "The ratings are to be based on cumulative observations of the child in his normal environment." It is important that a variety of situations be observed over an extended period and that habitual or typical performances be recorded. If time-limited observations are used, "it should be understood that the published norms do not apply."

Comments: Procedures for the development of the scale are described in the manual. Eight criteria for item selection are mentioned. Some are: the behavior must be observable within the preschool setting or within activities provided by the preschool, the behavior should be applicable to both males and females, each item must permit scaling on at least four levels, and the content of the items should be judged by early childhood educators as important to the child's social competency development. The manual also discusses the norming sample and reliability data.

Reviewed or Evaluated in: CSE: TE p. I 24. TIP #1120.

Cost: Scales (25) - $4.00; (100)- $14.00; (500) - $65.00; Manual - $1.25; Specimen set - $1.50.

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*Used with permission.

THE CHILD BEHAVIOR RATING SCALE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Other Category: STUDENT ATTITUDES: School Attitudes: Attitudes Toward School and/or Learning; PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS; Personality

Source: Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025. Developed by Russell N. Cassel.

Date: 1962

Grade Level: Preschool through kindergarten

Subject and Respondent: Teacher and/or parents rate child's behavior.

Variables: The test measures five areas of adjustment in primary-grade children: self, home, social, school, and physical.

Form: The instrument is a six-point rating scale with 78 items. Each item describes behavior in one of the five variable areas. For example, "often has trouble making friends," or "has uncorrected poor vision or poor hearing."*

Scoring and Interpretation: The manual (1962, reprinted 1975) contains instruction for scoring, normative data, and interpretation information.

Time: The rater would probably need 20 to 30 minutes.

Comments: The test can be used with children older than K-3 level who are unable to read or handicapped in completing paper-and-pencil personality tests. Its uses in the school include periodic checking of personality adjustment of primary grade students, an aid to teachers and counselors in understanding the life environment of the child, and parent or teacher ratings which teachers can refer to as the child progresses through school. In clinical settings the instrument can provide information about overt behavior of a child, can be used in comparing raters and their ratings, and can suggest relationships between the child and the rater.

Reviewed or Evaluated in: CSE: TE p. I 14, A 19, 45, 76. TIP: #1126.

Cost: Kit (25 scales, manual) - $7.50; Scale (package of 25) 1 pkg - $6.50; 2-19 pkgs - $5.00/each; 20+ pkgs - $4.50/each; Manual - $2.00 (includes one test).

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*Used with permission.

CHILD BEHAVIOR SURVEY INSTRUMENT

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: Lilian D. Katz, Department of Elementary Education, University of Illinois, Urbana, Illinois 61801.

Date: 1968

Grade Level: 1-6

Subject and Respondent: Nonparticipating observer records student behavior.

Variables: Nine major categories of classroom behavior are observed: orientation (task, activity), subjective mood, motility, motivation, cognitive behavior, satisfaction, interpersonal interaction (with teacher and/or children), verbalization, and activity type.

Form: The instrument is a one-page form on which nine children can be observed and their behavior recorded. A vertical column lists the categories of behavior, broken down into subcategories. A horizontal column allows children's names to be inserted. The observer watches one child for ten seconds, then checks off all the categories of behavior manifested during that period. The observer then observes another child for ten seconds and continues the recording.

Scoring and Interpretation: Instructions are given for recording behavior and clarifying each behavior type.

Time: Each period of observation lasts ten seconds. Depending on the number of times each child is observed, and the number of children being observed, the entire procedure might take from five minutes to 30 or 40 minutes.

Comments: The form provides a profile of children's behavior in the classroom in terms of interpersonal action and self-directed activity. The observer should read thoroughly the descriptions of each behavior category before performing an observation. If the observer is the teacher, it must be made certain that no interaction occurs between the children and the teacher/observer.

Cost: Available free from the author: Lilian D. Katz, University of Illinois, 850 West Pennsylvania Avenue, Urbana, Illinois 61801.

KOHN PROBLEM CHECKLIST

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: Martin Kohn, Ph.D., William Alanson White Institute, 20 West 74th Street, New York, New York 10023.

Date: Copyright 1975

Grade Level: Preschool - kindergarten

Subject and Respondent: Teacher rates children's behavior.

Variables: Children's behavior is measured in terms of how typical specific behavior is. Two major types of disturbed functioning are assessed: apathy-withdrawal and anger-defiance.

Form: Instrument consists of 49 items which are rated on a three-point scale ranging from "very typical" to "not at all typical." Sample items are "Is restless and unable to sit still," "Fails to play with most other children."*

Scoring and Interpretation: Rating instructions and a form for scoring are provided. Interpretive comments are included.

Comments: This instrument seems appropriate for counseling purposes and is designed to measure disturbed behaviors. It has been used in a number of research studies. A few are listed below. A complete bibliography is available from the publisher.

Kohn, M., & Rosman, B. L. Therapeutic Intervention with disturbed children in day care: Implications of the deprivation hypothesis. Child Care Quarterly, 1971, 1, 21-46.

Kohn, M., & Rosman, B. L. A Social Competence Scale and Symptom Checklist for the preschool child: Factor dimensions, their cross-instrument generality, and longitudinal persistence. Developmental Psychology, 1972, 6, 430-444.

Kohn, M., & Parnes, B. Social interaction in the classroom - a comparison of apathetic-withdrawn and angry-defiant children. Journal of Genetic Psychology, 1974, 125, 165-175.

Time: Teachers can complete the instrument in approximately five minutes. for each child.

Cost: A rating and scoring manual containing the PROBLEM CHECKLIST and the Kohn Social Competence Scale is available for $5.00.

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*Kohn Problem Checklist, Copyright © Martin Kohn, Ph.D. 1975.

PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality; COGNITIVE PROCESSES: Critical Thinking

Source: Educational Performance Associates, 563 Westview Avenue, Ridgefield, New Jersey 07657. Developed by Alfred DiNola, Bernard Kaminsky, and Allan Sternfeld, Educational Performance Associates.

Date: 1970

Grade Level: Preschool - kindergarten

Subject and Respondent: Teacher or observer rates observable children's behavior and skill development.

Variables: Three major areas of development are measured: social, intellectual, and physical. Within these areas, ten variables are specifically assessed: interpersonal relations, emotional behavior, safety, communication, basic concepts, perceptual development, imagination and creative expression, self-help, gross motor skills, and fine visual motor skills.

Form: For each of the ten variable areas listed above, five attributes are identified. Seven levels of development in terms of each attribute are listed, and the teacher indicates the number of the level which the child has attained. An example in the social area-emotional behavior variable is as follows:

> "Anger (0) Negative or non-performance. (1) Shows anger physically when no provocation exists. (2) Shows anger physically when slightly provoked. (3) Shows anger physically when provoked, but exhibits some control. (4) Expresses anger verbally with few overt actions. (5) Expresses justifiable anger verbally. (6) Accepts societal limits in expressing anger and chooses alternative behavior."*

A record booklet for each child contains all items and charts for recording scores and profiles.

Scoring and Interpretation: The teacher's manual gives directions for scoring and obtaining a performance level and performance index. The performance categories are for the purpose of periodically comparing the child's growth as measured against himself. Comments on interpretation are provided in the manual also.

Time: Assuming the observer is familiar with the children being measured, it might take about 15 minutes to complete one form for one child.

Comments: The manual states that the profile will point out areas and levels of development where the child shows deficiencies and/or readiness for new learning. This may be useful to the teacher in terms of class programs, or it may be used for evaluating new students, referring the student to other school services, completing the student's file when he transfers to a new school, or supplementing discussions with parents and counselors. Progress report folders are available for teachers wishing to keep continuing records of children's development through the year.

Reviewed or Evaluated in: TIP II: #1722.

Cost: $15.00 for complete class kit for ten children. Kit includes the teacher's manual, ten record booklets and ten yearly comparative charts.

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*From "Preschool and Kindergarten Performance Profile" by Alfred J. DiNola, Bernard P. Kaminsky, and Allan E. Sternfeld, 1970. Reprinted by permission of Educational Performance Associates Publishers.

THE PUPIL RATING SCALE: SCREENING FOR LEARNING DISABILITIES

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: Grune and Stratton, 111 Fifth Avenue, New York, New York 10003. Developed by Helmer R. Myklebust.

Date: 1971

Grade Level: 1-4

Subject and Respondent: Teacher rates students in third or fourth grade.

Variables: The purpose of the scale is to identify children who may have learning disabilities. The behavior characteristics which are measured fall into the following categories: auditory comprehension, spoken language, orientation, motor coordination, and personal-social behavior. Observing these areas of behavior, chosen on the basis of experience with learning-disabled children, should serve as a screening process to identify children "who have good mental ability, good hearing and vision, and adequate emotional adjustment and motor ability, but who do not achieve normally in school."*

Form: The scale itself is divided into the five categories mentioned above. Each includes three to eight items for a total of 24 items. Each item consists of five phrases representing various degrees of competence for the particular behavior represented. For example, under personal-social behavior, an item on social acceptance includes the following: "Avoided by others." "Tolerated by others." "Liked by others; average for age and grade." "Well liked by others." "Sought by others."* The teacher, after "extensive opportunity for observing the child"* and after studying the manual, marks the phrases that best describe the child. Ratings are made on a five-point scale, the first phrase receiving the lowest rating of one, the fifth receiving the highest rating of five. A rating of three is average.

Scoring and Interpretation: Scoring is a simple process and is explained in the manual. Scores should not be used for diagnosis, but for screening. Those children who receive low scores should be evaluated further. Tables included in the manual, however, do allow for the analysis of scores by item or by area of behavior.

Time: The scale itself could probably be filled out in 15 to 20 minutes. However, this can only be done after extensive observation and a careful study of the manual.

Comments: The manual includes a chapter on research results, and also lists references.

Cost: Manual and instrument - $10.00.

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*From "The Pupil Rating Scale: Screening for Learning Disabilities" by Helmer R. Mykelebust. © Copyright, 1971, by Grune and Stratton, Inc. Used with permission.

SOCIAL COMPETENCE SCALE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: Martin Kohn, Ph.D. William Alanson White Institute, 20 West 74th Street, New York, New York 10023.

250

Date: 1967 (revision)

Grade Level: Preschool - kindergarten

Subject and Respondent: Teacher or observer rates children's behavior.

Variables: Children's behavior is measured in terms of the frequency of specific behavior. Four major areas of behavior are compared: interest-participation vs. apathy-withdrawal; cooperation-compliance vs. anger-defiance.

Form: Two forms are given. For preschool students in full-day programs, a 73-item scale is offered. The respondent rates frequency of behavior ("Child easily gets attention of other children") on a seven-point scale from "always" to "never." For preschoolers or kindergarten children in half-day programs, a 64-item scale is provided. Items and scale responses are similar to the first form.

Scoring and Interpretation: Directions and a form for scoring each form are provided. Interpretive comments are included.

Time: Teachers who are familiar with the children can probably complete the scale within 30 or 40 minutes. Observers should observe each child for four half-day periods, complete a form at the end of each half-day period, and then complete a composite form for the four ratings.

Comments: Two papers provide additional information on development, reliability, and validity.

(1) Kohn, Martin, and Bernice L. Rosman. "A Social Competence Scale and Symptom Checklist for the Preschool Child: Factor Dimensions, Their Cross-Instrument Generality and Longitudinal Persistence." *Developmental Psychology*, 6, 1972, pp. 430-44.

(2) Kohn, Martin and Bernice L. Rosman. "Relationship of Preschool Social-Emotional Functioning to Later Intellectual Achievement." *Development Psychology*, 6, 1972, pp. 445-52.

A list of other studies using this scale is available from the William Alanson White Institute.

Cost: The rating and scoring manual, which includes copies of this instrument and another one, KOHN PROBLEM CHECKLIST, is $5.00.

VINELAND SOCIAL MATURITY SCALE, 4TH EDITION

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: American Guidance Service, Publisher's Building, Circle Pines, Minnesota 55014. Developed by Edgar A. Doll.

Date: 1965

Grade Level: Birth to maturity.

Subject and Respondent: An independent informant, such as a mother, father, guardian, or other person intimately familiar with the subject, responds to questions about the subject. Under favorable conditions the subject may act as his or her own informant. This has been found to be successful with subjects as young as five years of age.

Variables: "The scale provides a definite outline of detailed performance in respect to which children show a progressive capacity for looking after themselves and for participating in those activities which lead toward ultimate independence as adults." The developer sees the progressive maturation in social independence, as indicated by this scale, as a measure of development in social competence. The items are designed to assess such aspects of social ability as self sufficiency, occupational activities, communication, self direction, and social participation. Specific categories are: self help general, self help eating, self help dressing, self direction, occupation, communication, locomotion, and socialization.

Form: The items are administered orally in the form of an interview. General information regarding the subject's age, schooling, general ability, occupation, special handicaps, and general social status must be obtained before proceeding. There are a total of 117 items arranged according to progressive difficulty. The "life age" at which the average person accomplishes each of the tasks is indicated for each item. The life age of the items ranges from three months to 25 years or older. A sample item with a life age of 4.70 is "Goes about neighborhood unattended." A sample item with a life age of 15.35 is "Follows current events."* The *Condensed Manual of Directions* includes clarifications of each item for the interviewer.

There are also instructions that the interviewer should begin with items just below the age level of the interviewee. For instance, if the subject is a normal 14 year old, there is no reason to begin with items for a three month old infant. Rather, the interviewer might start with items a normal eight or nine year old can do.

Scoring and Interpretation: Guidelines for scoring and interpretation are included in the condensed manual.

Time: The time would vary depending on the age of the subject since age determines the number of items used.

Comments: The first edition of the VINELAND MATURITY SCALE was published in 1935. The revisions and standardization of this earlier scale, according to Doll, have produced no major changes, but have "provided rather a refinement and improvement in detail." Mention is made, however, that the revised age scores have changed significantly for ages ten to 15 years. Several translations and cultural adaptations of the scale have been published. The condensed manual suggests that one of the major values of the scale is in parent interviewing as it "provides parents with insight and awareness of maturational factors in child training." The scale may also be used as "an indirect substitute for psychometric examining...." There has also been increased interest in using the scale for cultural studies. Use of the scale requires sophisticated interviewing techniques, as well as a thorough acquaintance with the philosophy and techniques of the instrument. Although the condensed manual provides a good overview, it is recommended that potential users also read *The Measure of Social Competence: A Manual for the Vineland Social Maturity Scale*, by Edgar A. Doll (American Guidance Service, Circle Pines, Minnesota, 1953). Two additional references which would be helpful are, "Annotated Bibliography on the Vineland Social Maturity Scale," *Journal of Consulting Psychology*, 4:123-32, July-August, 1940, and "Preliminary Standardization of the Vineland Social Maturity Scale," *The American Journal of Orthopsychiatry*, 6:283-93, April, 1936, both by Doll.

Reviewed or Evaluated in: TIP #1428

Cost: Record blanks (package of 25) - $2.90; Condensed manual - $1.90; Specimen set (1 record blank, plus manual) - $2.10.

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4.2 Personality

CALIFORNIA TEST OF PERSONALITY (CTP)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: CTB/McGraw-Hill, Delmonte Research Park, Monterey, California 93940. Developed by Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs.

Date: 1953

Grade Level: K-12, adults.

Subject and Respondent: Self-evaluation. Students in grades K-12 and adults.

Variables: The CTP is designed to assess personal and social adjustment based on feelings of personal and social security. The personal adjustment portion of the test measures evidences of six components of personal security: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. The social adjustment portion of the test measures evidences of six components of social security: social standards, social skills, anti-social tendencies, family relations, school relations/occupation relations, and community relations.

Form: The CTP is available in two forms, AA or BB, at five levels: primary (K-3), elementary (4-8), intermediate (7-10), secondary (9-college), and adult. All items consist of questions which are to be answered either "yes" or "no". Each of the tests is divided into 12 sections, corresponding to the above mentioned variables.

The primary test includes 96 items; the elementary test, 144 items; and the other three tests, 180 items. For young children who cannot yet read the items or record their answers, it is suggested that the test be administered orally on an individual basis. Answers are marked either in the test booklets or on a separate answer sheet. An example of an item from the secondary test is "Are you often discouraged because people fail to recognize your worth? Yes No"*

Scoring and Interpretation: Directions for hand scoring the test booklets and the answer sheets are included in the manual. Answer keys and stencils are available. Machine scoring is also possible. Norms are provided in the manual for converting to percentiles. Suggestions for preparing a profile and for interpretation are included in part two of the manual.

Time: A 45-minute period should be sufficient for each subject to complete the test.

Comments: The test was originally developed in 1942, and revised in 1953. The nature of the revision is described in the manual. If the tests show certain undesirable individual adjustments, the unsatisfactory responses may be used in individual guidance. Part two of the manual presents methods of classifying and treating adjustment difficulties. Validity and reliability data is also given in the manual. References include:

Aaron, Robert L., and Sally Muench, "Behaviorally disordered adolescents' perceptions of adult authority figures after treatment using a taxonomy of comprehension skills." *Reading Research Quarterly*, 10:2, pp. 228-33, 1975.

Dor, Darwin, C. Rummer and R. F. Green, "Correlations between Coopersmith's Self-Esteem Inventory and the California Test of Personality for children in grades four and six." *Psychological Reports*, 39:1, p. 221, August 1976.

Eldridge, Mary Sue, R. Barcikowski, and J. M. Witmer. "Effects of DUSO on the self-concepts of second-grade students." *Elementary School Guidance and Counseling*, 7:4, pp. 256-60, 1973.

Reviewed or Evaluated in: CSE: TE p. A 6, 14, 41, 42, 47, 48, 54, 62, 71, 72, 77; I 26. TIP II: #1123.

Cost: Multi-level examination kit - $10.00; Package of 35 testbooks -

$8.70 for each level; IBM answer sheets (50) - $5.00; Hand-scoring stencils - $2.50 for each level.

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*From California Test of Personality, Form AA, Secondary Level. Reprinted with permission of the publisher, CTB/McGraw-Hill, Delmonte Research Park, Monterey, California 93940. Copyright © 1953 by McGraw-Hill, Inc. All rights reserved. Printed in the U.S.A.

DEVELOPMENTAL PROFILE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Other Categories: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: Psychological Development Publications, 7150 Lakeside Drive, Indianapolis, Indiana 46278. Developed by Gerald D. Alpern and Thomas J. Boll.

Date: 1972

Grade Level: Birth to grade 7.

Subject and Respondent: Professional persons, such as teachers, teacher's aides, physicians, nurses, social workers, medical aides, or psychologists, interview mothers or other persons well acquainted with the subjects. Subjects are children from birth through grade seven.

Variables: The inventory is designed to provide a multidimensional profile depicting a child's developmental age. Five scales are included: physical age, self help age, social age, academic age, and communication age. The child's particular skills in each area are classified according to age norms.

Form: The inventory consists of 217 items arranged into the five scales mentioned above. Items in each scale are arranged by age level, in six-month intervals from birth to age 3½, and at year intervals through ages 10½, 11½, or 12½. The upper age level varies from scale to scale. There are usually three items for each age level within each scale. In many cases answers are obtained through an interview with the child's mother. However, anyone who knows the child well could provide the answers. When an interviewer comes across an item asking about something which the rater does not know, there are three options: (1) ask someone else who probably knows; (2) test the child to see if he or she can do it; or (3) guess, based on other information about the child's performance. All items must be rated either pass or fail.

Scoring and Interpretation: Scoring and report forms are provided. These include a cover sheet and answer sheets for each of the five scales. Directions for scoring are given in the manual. The manual also offers guidelines for interpretation.

Time: The profile can be completed in 20 to 40 minutes.

Comments: The manual details the history of the instrument as well as of the standardization study, in which 3008 subjects participated. It proved to be equally valid with boys and girls, and with urban black and white children from all social classes. Its use is limited however with children who are neither black nor white, and who are not from urban areas. Standardization was also conducted primarily in the Midwest, a factor which might limit use geographically. As the instrument was standardized through maternal interviews, other uses such as a teacher rating students, have not been validated. The inventory proved to be effective as a screening instrument. The manual summarizes validity and reliability data, and offers a section on item analysis.

Cost: Interviewing set (manual and 10 profiles) - $9.85; Manual - $9.25; Profiles (package of 25) - $4.10.

HUMAN RELATIONS INVENTORY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Others)

Source: Psychometric Affiliates, Box 3167, Munster, Indiana 46321. Developed by Raymond E. Bernberg.

Date: 1954

Grade Level: 9-12, adult

Subject and Respondent: High school students or older adults.

Variables: Social conformity is measured in terms of six determinant areas: moral values, positive goals, reality testing, ability to give affection, tension level, and impulsivity.

Form: Thirty-seven multiple-choice questions require respondents to choose percentages of population groups acting in various ways.

Scoring and Interpretation: A scoring key is provided which enables respondents to score the tests themselves. A four-page manual gives additional interpretive information.

Time: Respondents would need between 20 and 30 minutes to complete the inventory.

Comments: The manual explains the rationale of the inventory, its construction, pretesting, validation, and norms groups. The self-scoring key would facilitate quick understanding of an individual's performance. Counselors may find the instrument helpful in understanding student behavior.

Reviewed or Evaluated in: TIP II: #1221

Cost: Specimen set - $1.50; 25 inventories - $2.50; 100 inventories - $9.00.

THE MULTIDIMENSIONAL MATURITY SCALE (MMS)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Source: Priority Innovations, Inc., P. O. Box 792, Skokie, Illinois 60076. Developed by Bernard J. Hartman.

Date: 1968

Grade Level: Preschool-12

Subject and Respondent: Teachers or other qualified persons rate children from preschool through grade 12. Those completing the scale must have access to sufficient data, and must be able to consult with pupil personnel or special service individuals.

Variables: The MMS was designed to be used as an integral part of the cumulative record. It "should serve as a profile of the individual's level of maturity and offer a clear comparison of the multifacets of maturity at various stages in a pupil's development." The MMS deals with six separate areas of maturity: physiological, emotional, psychosexual, mental, educational, and social. The scale is to be used in conjunction with other data, such as standardized tests or interviews.

Form: The scale consists of six double columns, one for each dimension of maturity, as mentioned above. The first column for each dimension indicates the equivalent age for each level of maturity. The second column describes the level. For example, under emotional maturity, the emotional age of seven is described as the "beginning of demand for freedom."*

Scoring and Interpretation: Guidelines for completing and maintaining the profile are suggested in the manual. There is also a discussion on the interpretation of the profiles.

Time: Ideally the profile should be completed at least every two years, beginning in kindergarten and continuing through high school. Each time it is completed, the entire profile should be filled out at the same time. Time for completing a profile would vary, depending on the particular student, the amount of data available, whether a personal interview is conducted, and the amount of time spent on direct observation.

Comments: Uses and limitations of the scale are discussed in the manual. In addition to being used in elementary and secondary schools, the MMS may be used in clinical settings, if adequate data are available. The scale is limited by the need for an adequate amount of valid information in each area. Another limiting factor is that the usefulness of the scale is dependent upon the validity and reliability of the various instruments used to assess the levels of maturity. Sources used in the construction of each scale are suggested for more in-depth information. In addition, a bibliography of selected references is included.

Cost: Specimen set (profile & manual) - $2.00; Kit W (35 profiles & manual) - $10.00; Kit X (100 profiles & 3 manuals) - $25.00;

Kit Y (500 profiles & 15 manuals) - $115.00; Kit Z (1000 profiles & 30 manuals) - $210.00.

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*Used with permission.

PERSONAL ORIENTATION INVENTORY (POI)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Other Categories: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: EdITS/Educational and Industrial Testing Service, P. O. Box 7234, San Diego, California 92107. Developed by Everett L. Shostrom.

Date: 1963

Grade Level: 9-adult

Subject and Respondent: Self evaluation. Students in grades 9-12 or adults.

Variables: The POI was designed as a "comprehensive measure of values and behavior seen to be of importance in the development of the self-actualizing person." Specifically, the instrument measures the degree to which one is "present" oriented, whether reactivity orientation is basically toward others or self, and ten conceptually important elements of self actualization. These ten elements are self-actualizing values, existentiality, feeling reactivity, spontaneity, self regard, self acceptance, nature of man, synergy, acceptance of aggression, and capacity for intimate contact.

Form: The POI consists of 150 pairs of statements. Subjects must decide which of the two paired statements most consistently applies to themselves. One example is:

> (a) I believe the pursuit of self-interest is opposed to interest in others. (b) I believe the pursuit of self-interest is not opposed to interest in others.*

A separate answer sheet is provided.

Scoring and Interpretation: Directions for hand scoring or machine processing of the instrument are included in the manual, as are directions for plotting the profile from raw scores. Keys are available for hand scoring. Part II of the manual focuses on the interpretation of scores.

Time: There is no time limit for the POI. Testing is usually completed in 30 minutes.

Comments: Development of POI items is discussed in the manual as is test validity and reliability. For further information a bibliography and a list of supplementary references is included. Another source which would be helpful to administrators is the *Handbook for the Personal Orientation Inventory*, also available through EdITS.

Reviewed or Evaluated in: CSE: TE p. A 21, 24, 36, 53, 54, 63, C 7. MHB p. 232. MSPA p. 147. TIP: #1315

Cost: 25 reusable test booklets - $10.50; Manual - $2.75; Specimen set - $3.75; Handbook - $12.95; Prices for scoring sheets and keys vary depending on forms used.

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*Used with permission.

POLITTE SENTENCE COMPLETION TEST (PSCT)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Other Category: STUDENT ATTITUDES: SOCIAL ATTITUDES (Attitudes Toward Others)

Source: Psychologists and Educators, Inc., Suite 212-211 West State, Jacksonville, Illinois 62650. Authored by Alan J. Politte.

Date: 1972

Grade Level: 1-6

Subject and Respondent: Students in grades 2-6. Those elementary students who do not have a grade-two or grade-three reading level should be given the test orally, in a one-to-one setting.

Variables: The test, which may be administered in a one-to-one setting, or in a group setting, is designed to elicit personality data from elementary school children. Data generally concern the child's immediate environment, especially the persons involved in this environment.

Form: The test consists of 35 sentence stems which students complete. The following are examples:

I feel bad when ____________________.
People say I am ____________________.
I am really happy when ____________________.
I can't ____________________.*

Scoring and Interpretation: The PSCT is not scored objectively. Several suggested scoring methods are mentioned.

Time: Time required to complete the test is about 15 minutes.

Comments: The PSCT may be used as a screening instrument to aid in interview or counseling settings. Results may be analyzed subjectively through the use of psychodiagnostic theories by clinically trained psychologists.

Reviewed or Evaluated in: TIP #1495

Cost: Specimen set - $1.75; Test forms with manual - 25/$6.25, 100/$23.00.

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SAQS CHICAGO Q SORT

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Others)

Source: Psychometric Affiliates, Box 3167, Munster, Indiana 46321. Developed by Raymond Corsini.

Date: 1973

Grade Level: 10-adult

Subject and Respondent: Self evaluation. Peer evaluation. Students in grades 10-12 or adults.

Variables: The SAQS is a measure for perceptions of people, including self, spouse, friends, or others. Fifty personal objectives describing lifestyle, dominance, mood, intelligence, activity, emotional stability, and social sensitivity are included. Examples are: "daring," "independent," "excitable," "clear-thinking," "talkative," "suspicious," and "gentle."* Each of the words is provided with a favorability index from one to five. One is the lowest favorability and five is the highest.

Form: The SAQS consists of 50 cards, each with an adjective that can be used to describe people, as mentioned above. Respondents arrange the cards in ten columns with five cards in each. Those cards placed in the column farthest to the left should least describe the subject, while those in the column farthest to the right should most describe the subject. Other columns consist of the in-between points on the continuum. The cards may be sorted to measure a variety of perceptions. For instance, the subject may sort the cards for him/herself (S), for another person (SA), for A's perception of S (SAS), for A's perception of A (SAA), and so on. Any two SAQS can be correlated to obtain a measure of similarity.

Scoring and Interpretation: Once a sort has been laid out, it must be recorded. A recording sheet is included, as are directions for recording and scoring. After any two sorts have been recorded, they may be correlated. The manual describes this process in detail.

Time: The first sort ordinarily takes a subject about 15 minutes to complete. Subsequent sorts require from 10 to 15 minutes.

Comments: The SAQS was first published in 1956. It has been used in a variety of ways: to determine how similar the personalities of two people are; in marital counseling; to determine if people who like each other tend to be more alike on the SAQS than people who don't like each other; to determine the degree of understanding between members of various groups; to determine if a person has an unfavorable opinion of another person, of a particular class of people, or of him/herself; to determine the empathetic capacity of a person; in clinical settings; and for various research purposes. Validity and reliability data are discussed, and references are suggested.

Reviewed or Evaluated in: TIP #1358

Cost: Specimen kit (for 10) - $3.00; 25 tests - $2.00; 25 item sheets - $2.00; 100 tests - $7.00; 100 item sheets - $7.00; 25 answer sheets - $2.00; 100 answer sheets - $7.00; 25 profiles - $2.00; 100 profiles - $7.00.

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*Used with permission.

STAMP BEHAVIOUR STUDY TECHNIQUE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Source: Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria 3122, Australia. Developed by Isla M. Stamp.

Date: 1968

Grade Level: Preschool-K

Subject and Respondent:

Variables: This instrument offers teachers a brief but comprehensive method of describing children's behavior. It focuses on 13 variables: getting along with others, feelings of selfhood, demands of others, expression of demands of others, coping with frustrations, coping with stress, coping with realistic fears, need for approval, communication, physical health, use of powers, general behavior, and any physical disabilities.

Form: The instrument consists of 21 multiple-choice questions, corresponding to the 13 categories mentioned above. For example, a question related to coping with fears is:

When he is fearful -

(1) he lets you know what he fears and accepts help;
(2) he does not show fear, seems to keep it to himself;
(3) he would let you know if unable to cope, but is seldom fearful;
(4) he may cry but not be able to say why he is crying;
(5) he gets angry, may cry, may resist help.*

Open-ended questions are also suggested in the teacher's guide to supplement the multiple-choice items. Open-ended questions corresponding to the above example on coping with fears are: "If he is ever afraid, what sort of things is he afraid of? Do you know if there is a real cause? How does he show it when he is afraid? What does he do about it?"*

Scoring and Interpretation: Suggestions for studying the reports and directions for completing the form are given in the teacher's guide.

Time: It may take several days to complete a form. The instrument is completed as various behaviors are observed.

Comments: The descriptions provided by the instrument are useful to teachers. They may also be useful to psychologists as aids to diagnoses, and to research workers.

Reviewed or Evaluated in: TIP #1388

Cost: 10 tests - $.75 (Australian); Teacher's guide - $1.50.

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THORNDIKE DIMENSIONS OF TEMPERAMENT (TDOT)

Major Category: PSYCHOLOGY AND SOCIAL CHARACTERISTICS: Personality

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017. Developed by Robert L. Thorndike.

Date: 1966

Grade Level: 11-adult

Subject and Respondent: Students in grades 11-12, college students, or adults of similar education evaluate themselves.

Variables: This self-assessment personality inventory is designed primarily for counseling, career development, and research purposes. It may also be used in classroom settings. Respondents describe themselves with respect to ten dimensions of temperament: sociable-solitary, ascendant-withdrawing, cheerful-gloomy, placid-irritable, accepting-critical, tough-minded - tender-minded, reflective-practical, impulsive-planful, active-lethargic, and responsible-casual.

Form: The inventory consists of 20 sets of "trait-descriptive" statements, ten in each set. Respondents select, from each set, three statements most like themselves and three statements most different from themselves. Responses are recorded on a separate answer sheet. Sample statements out of one set are:

> You don't mind having noisy children about you.
> You enjoy working with tools.
> You like to keep busy when you have leisure time.
> You hate to eat a meal all alone.*

Scoring and Interpretation: Scoring procedures are explained in the manual. The inventories may be scored either by hand or by machine. Plus and minus stencil keys for each scale are included for hand scoring. For machine scoring, plus stencil keys and keys marked "elimination" are used. Information on plotting the TDOT Profile is given, once the inventories have been scored. Interpretive information is also provided.

Time: Respondents should not be timed while filling out the inventory. Most should complete it in 35 to 45 minutes.

Comments: The manual discusses reliability and validity statistics. Norms are also discussed as are various correlations.

Cost: Inventory booklets - 25/$4.75; IBM 805 answer sheets - 50/$3.60, 500/$31.00; Manual and hand-scoring key - $3.25; Manual and machine-scoring key - $3.50; Specimen set - $3.75.

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4.3 Self Concept

THE CORNELL LEARNING AND STUDY SKILLS INVENTORY (SECONDARY SCHOOL FORM)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: STUDENT ATTITUDES: School Attitudes (Attitudes Toward School and/or Learning)

Source: Psychologists and Educators Press, 211 West State, Jacksonville, Illinois 62650. Authored by Walter Pauk and Russell Cassel.

Date: 1970

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12 do self evaluation.

Variables: The inventory assesses students' study and learning skills as they relate to their own self concept in areas of goal orientation, activity structure, scholarly skills, lecture mastery, textbook mastery, examination mastery, and self mastery.

Form: There are 120 true-false items in the inventory. Students respond according to their feelings for items such as, "I find it hard to concentrate while I am studying," or "I often discuss with other students some of the ideas gained from textbooks."*

Scoring and Interpretation: The manual contains information about scoring, profile interpretation, and score interpretation.

Time: Students should be able to complete the inventory within 50 minutes.

Comments: The manual offers extensive discussion of specific competencies required for learning at the secondary level. Thus, the instrument can be used effectively as a study guide as well as an evaluation measure. Detailed background data and statistical tables are included in the manual, as well as separate sheets giving three profiles: junior high, high school, and junior college.

Reviewed or Evaluated in: CSE: TE p. C 2, A 68. TIP #1756.

Cost: Specimen set - $5.75; Manual - $4.25; Score keys - $4.25; Answer sheets - 25/$4.25, 100/$15.00; Profile sheets - 25/$4.25, 100/$15.00.

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*Used with permission.

THE FLORIDA KEY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: William W. Purkey et al. *The Development of a "Pupil Behavior Inventory" to Infer Learner Self Concept*. Institute for Development of Human Resources. College of Education, Florida University, Gainesville, Florida 32611; and William W. Purkey et al. "The Florida Key: A Scale to Infer Learner Self-Concept," *Educational and Psychological Measurement*, 33, pp. 979-87, 1973. ERIC ED 050 153 (pp. 10-11).

Date: 1973

Grade Level: 1-8, 7-12

Subject and Respondent: Teachers rate student behavior.

Variables: Overt classroom behavior is observed and rated to infer pupils' self concept as learners without relying on pupils' self reports. Four areas are measured: relating, asserting, investing, and coping.

Form: There are two forms of the elementary level form. The instrument is a five-point, 18-item rating scale. The teacher rates the frequency of behavior for each student. Items read in the following manner: "Compared with other students of the same age, does this student...tell the truth about school work? look people in the eye? read in class?"* The secondary form is similar but with 20 items.

Scoring and Interpretation: Specific instructions for scoring and interpretation are not provided.

Time: Time required to complete the inventory for one student would probably be one or two minutes.

Comments: The developers point out that the inventory is unique in that it assesses self concept of primary and early elementary level students. Other advantages are ease of scoring, nonreactivity with the pupil, and measurement of pupil behavior. Comments about development, reliability, and validity can be found in the two sources cited above.

Reviewed or Evaluated in: CSE: TE p. A 76. TIP II: #1347.

Cost: Microfiche - $.65; Hard copy - $3.29.

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INFERRED SELF-CONCEPT SCALE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025. Developed by E. L. McDaniel, Southwest Texas State University.

Date: 1973

Grade Level: 1-6

Subject and Respondent: Teachers rate student behavior.

Variables: The instrument measures student self concept from the perspective of teachers' impressions of students' socialization and learning experiences at school. Factors measured include peer relationships, self confidence, and assertiveness.

Form: The instrument is a five-point scale containing 30 items. Teachers rate statements of individual pupil behavior such as, "Is easily discouraged. For example, student ceases activity when minor failure or mishap occurs" or "Exhibits self-confidence. For example, student initiates activities, goes ahead in work and play without direction."*

Scoring and Interpretation: Scoring and interpretation information is presented in the manual. Validity and reliability are discussed also.

Time: Teachers probably would need ten minutes to complete the scale for any one student.

Comments: The developer states that the scale can be used for individual evaluation for research. It could be particularly useful for assessing self concept of children from low-income, culturally different groups and obtaining data descriptive of self concept as manifested in the school setting.

Reviewed or Evaluated in: MSPA, p. 158.

Cost: Kit for 100 - $9.50; Scale (pad of 100) - $8.50; 2-19 pads - $7.00; 20+ pads - $6.00; Manual (includes 1 test) - $2.50.

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*Used with permission.

MAC B PERSONAL COMPETENCE INVENTORY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Interpersonal Competence

Source: Educational Testing Service, Rosedale Road, Princeton, New Jersey 08540. Developed by S. Stainback, J. A. Brown, and M. A. MacDougall, University of Virginia. Order from Jeannette A. Brown, Associate Professor, Counselor Education Department, University of Virginia, Charlottesville, Virginia 22903.

Date: 1973

Grade Level: 3-7

Subject and Respondent: Self evaluation and peer evaluation. Students in grades 3-7.

Variables: The Self Perception Index measures students' perceptions of themselves in relation to others, to cultural objects, and to themselves. The Peer Acceptance Index measures degree of acceptance of classmates.

Form: There are two sections to the test. The Self Perception Index contains 33 statements to which students give five scaled answers from "never" to "always," depending how accurately they feel the statement describes themselves. The Peer Acceptance Index contains a five-point scale on which students rate every pupil in the class. Ratings range from "I would like this pupil to be my best friend" to "...never my friend." The teacher provides a list of class members' names in order to do this rating.

Scoring and Interpretation: Directions for scoring are provided. A separate document, The Development of the MacB Personal Competence Inventory, describes face validity, construct validity, and test sensitivity.

Time: Depending on grade level, students might need 15-30 minutes to complete the Self-Perception Index. The Peer Acceptance Index should take 15 to 25 minutes.

Comments: The combined indexes provide a reading of how the student views him/herself and peers. It can be used to help diagnose learning problems, interpersonal relationships, and attitudes toward school.

Cost: Single copies available on request from Jeannette A. Brown, University of Virginia.

THE MEASUREMENT OF SELF CONCEPT IN KINDERGARTEN CHILDREN

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Lucienne Y. Levin and J. Clayton Lafferty. *The Measurement of Self Concept in Kindergarten Children*. Research Concepts, 1368 Airport Road, Muskegon, Michigan 49444.

Date: 1967

Grade Level: Kindergarten

Subject and Respondent: Children draw pictures.

Variables: Children's self concept or non-self concept is assessed by rating elements in their drawings on specific topics. Elements assessed include size of figure, view of figure, facial features, sex identification, impression, source of idea, diversity and combination, relationship to a theme, movement, color, and factors in creativity.

Form: Children are asked to draw 16 pictures about 16 topics over a course of time. Eight topics are self concept oriented, and eight are non-self concept oriented. Examples are: (non-self) "Things that are pretty and things that are ugly"; (self concept) "My family eating together."*

Scoring and Interpretation: A scoring manual contains instructions on how to score self concept drawings and non-self concept drawings. The 104-page book cited as source provides extensive commentary on interpretation.

Time: The instrument can be administered over a period of time (up to a year) convenient to the teacher.

Comments: The source gives extensive information on the development of the technique, its reliability and validity, sample scoring, case studies of drawings, a review of the literature, and a bibliography. The measurement technique is designed to remove a teacher's subjective feeling about a child when evaluating the child's self concept. It seems appropriate for children in primary grades as well as kindergarten.

Reviewed or Evaluated in: TIP #1483.

Cost: Specimen set (general manual, scoring manual, and 100 score sheets) - $15.00; General manual - $9.00; Scoring manual - $3.00; Self concept score sheets (pkgs. of 50) - $2.25; Non-self concept score sheets (pkgs. of 50) - $2.25.

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*Used with permission.

PICTOGRAPH SELF RATING SCALE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: STUDENT ATTITUDES: School Attitudes

Source: Psychometric Affiliates, Box 3167, Munster, Indiana 46321. Developed by Elinor R. Ryden.

Date: 1957

Grade Level: 7-12

Subject and Respondent: Self evaluation. Students in grades 3-12.

Variables: This instrument is designed to give students the opportunity to rate themselves in a variety of areas dealing with learning, such as paying attention, working together, willingness to learn, interest, participation in class, and difficulty in learning.

Form: The instrument consists of 15 picture-continuum scales. Under each of the five pictures in each scale is a caption. A student selects the picture and caption best describing him/herself and circles the corresponding number on the answer sheet.

Scoring and Interpretation: Guidelines for scoring and interpretation are suggested.

Time: There should be no time limit, but most students can complete the instrument in less than 30 minutes.

Comments: The manual suggests seven possible uses of the instrument including comparing a teacher's estimate of a pupil with the pupil's self estimate, locating areas of difficulty as the pupil sees them, estimating how students feel about certain aspects of the subjects being taught, and course evaluation. Scoring is a rather simple process and may be evaluated item by item or as a total score. The manual discusses validity and reliability data.

Reviewed or Evaluated in: TIP II: #879.

Cost: Specimen set - $1.50; Package of 25 scales - $3.50; Package of 100 scales - $11.00; 25 answer sheets - $2.00; 100 answer sheets - $7.00.

THE PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE (THE WAY I FEEL ABOUT MYSELF)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, Tennessee 37212. Developed by Ellen V. Piers and Dale B. Harris.

Date: 1969

Grade Level: 3-12

Subject and Respondent: Self evaluation. Students in grades 3-12.

Variables: Six significant factors of self concept are measured: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction.

Form: The scale contains 80 items in statement form, to which students answer "yes" or "no." Statements are of the following nature: "I am a good reader"; "I am among the last to be chosen for games"; "I get worried when we have tests in school."*

Scoring and Interpretation: The manual contains information on scoring and interpretation, including norms data, sex differences, and grade differences. Discussion of development of the scale covers item analysis, standardization, reliability, and validity.

Time: The scale should take 15 to 20 minutes to complete.

Comments: The manual discusses uses of the scale in research, in clinical and counseling sessions, and in the classroom. Another section discusses problems associated with self-report inventories.

Reviewed or Evaluated in: CSE: TE p. A 64. TIP #1326. IMAB p. 154-155. MSPA p. 72.

Cost: Test booklets, 1-99 copies - 23¢ each; 100 or more - 20¢ each; Manual - $1.00; Specimen set - $1.50; Scoring key - $.60.

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*Used with permission.

PRESCHOOL SELF-CONCEPT PICTURE TEST

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: RKA Publishing Company, 3551 Aurora Circle, Memphis, Tennessee 38111. Developed by Rosestelle B. Woolner.

Date: 1966, revised 1968

Grade Level: Preschool

Subject and Respondent: Self evaluation. Preschool children.

Variables: The picture test elicits children's perceptions of themselves and ideal self concept in terms of ten pairs of characteristics: dirty-clean, active-passive, aggressive-nonaggressive, afraid-unafraid, strong-weak, acceptance of male figure-rejection of male figure, unhappy-happy, group rejection-group acceptance, sharing-not sharing and dependence-independence.

Form: The test is a non-verbal picture test containing four separate but comparable subsets for Negro and Caucasian children. Each subset consists of ten plates with paired pictures of children on each plate. There are subsets for Negro boys, Negro girls, Caucasian boys, Caucasian girls. The test administrator shows the paired plates one at a time to the child being tested, and asks the child which picture represents him or her. The administrator then asks the child which picture he/she would like to be. The administrator marks responses on an answer sheet.

Scoring and Interpretation: A booklet of descriptive data and instructions provides directions for scoring and extensive interpretation information. Validity and reliability are discussed, and the relationship between the self concept and ideal self concept is explored.

Time: The test should take about 15 minutes to administer.

Comments: The test was designed to help the preschool teacher obtain pupils' attitudes about themselves by using an easily administered and interpreted instrument. The developer suggests administering the test at the beginning and at the end of the year. Test results allow the teacher to be aware of each child's self concept and what he/she would like to change about himself/herself; to compare each child's overt behavior with answers on the test; to provide experiences which will enhance the child's self concept; and to evaluate curriculum in relation to the children's needs.

Reviewed or Evaluated in: TIP #1332.

Cost: Package of booklets & 25 scoring sheets - $15.

PRIMARY SELF-CONCEPT SCALE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Douglas Muller and Robert Leonetti. *Primary Self Concept Scale: Test Manual*. National Consortia for Bilingual Education, Fort Worth, Texas. ERIC ED 062 847. #1 of 1 fiche, p. 4-18.

Date: 1971

Grade Level: K-4

Subject and Respondent: Children respond to administrator's verbal instructions.

Variables: Eight aspects of self concept are measured: peer aggressiveness-cooperation, peer ostracism-acceptance, intellectual self image, helpfulness, psychological self, adult acceptance-rejection, emotional self, success-non-success. The instrument was constructed for use with children of Spanish or Mexican descent in the Southwest, but it is adaptable for use with Anglo children also.

Form: The test consists of 24 items. In each item, the examinee is told a descriptive story about an illustration and is instructed to draw a circle around the person in the illustration that is most like himself/herself. There is a boy's version and a girl's version.

Scoring and Interpretation: The manual provides information on scoring, interpretation, test construction, validity, and reliability.

Time: The entire test should be administered in one session with no time limitations.

Comments: The purpose of the instrument is to provide a procedure for evaluating several aspects of self concept relevant to school success. In the manual, detailed instructions about administration are provided to ensure that students understand the stories and realize that test results will not affect their academic status. The test may be useful to classroom teachers and/or counselors or school psychologists.

Cost: Microfiche - $.65; Hard copy - $3.29.

SELF-CONCEPT ADJECTIVE CHECKLIST

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Psychologists and Educators, Inc., Suite 212, 211 West State, Jacksonville, Illinois 62650. Authored by Alan J. Politte.

Date: 1971

Grade Level: K-8

Subject and Respondent: Self evaluation. Students in grades K-8.

Variables: The checklist provides a reading of students' self concepts in terms of physical traits, social values, intellectual abilities, and habits and emotional feelings.

Form: The checklist contains 114 adjectives arranged in a column. Children in grades K-3 indicate (or the teacher does, if items must be read aloud) in adjacent columns if "I am" or "I am not" the type of person the adjective describes. Students in grades 4-8 mark the "I am" or "I am not" columns, and also mark an "I would like to be" column if they are not but would like to be the type of person the adjective describes. Adjectives are of the following nature, "attentive," "always hungry," "noisy," "moody," or "follower." Students are told to skip any items where they do not understand the meaning of the adjective.

Scoring and Interpretation: The manual (1972) provides a scoring key, directions for scoring, comments on interpretation, and reliability and validity data.

Comments: The developer states in the manual that the instrument "can be used by guidance counselors, social workers, psychologists, and related professionals in their evaluations of elementary school students." Uses can be projective, diagnostic, for counseling, or follow-up purposes. A "change" column on the test sheet allows respondents to indicate when a change in their self concept has occurred between two test administrations.

Reviewed or Evaluated in: CSE: TE p. A 64. TIP #1372.

Cost: Specimen set - $3.00; Rating check lists with manual - 25/$9.75, 100/$34.50.

THE SELF-CONCEPT AND MOTIVATION INVENTORY (SCAMIN)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Source: Person-O-Metrics, Inc., 20504 Williamsburg Road, Dearborn Heights, Michigan 48127. Developed by Norman Milchus, George Farrah, and William Reitz.

Date: 1968

Grade Level: Preschool-12

Subject and Respondent: Self evaluation. Students in preschool through grade 12.

Variables: The inventory provides profiles on achievement needs, achievement investment, role expectations, and self adequacy.

Form: There are four forms. All forms present students with specific situations and ask them to respond by choosing one of a number of faces representing how they would feel in each situation. The Preschool/Kindergarten form contains 24 items; the Early Elementary form (grades 1-3) contains 24 items; the Later Elementary form (grades 3-6) contains 48 items; the Secondary form (grades 7-12) contains 64 items.

Scoring and Interpretation: Directions for hand scoring and norms tables are contained in each form's manual of directions. Machine scoring is available for large groups. A manual of interpretation for all forms contains suggestions to the teacher, principal, and supervisor on how to enhance students' self concept and increase motivation.

Time: Preschool/kindergarten form: unspecified (25-30 minutes); Early Elementary form: 25 minutes; Later Elementary form: 30 minutes; Secondary form: 40 minutes.

Comments: Young children in elementary grades may enjoy the "game" aspect of marking smiling or frowning faces. High school students may find the technique too silly. The instrument is designed to provide a reading of the student's experiences, perceptions, attitudes, and feelings about school and schoolwork.

Reviewed or Evaluated in: TIP #1373.

Cost: Manuals of direction (specify which form) - $1.00; Manual of interpretation (same for all forms) - $1.00; Response sheets (specify form) - $8.00/50; Keys for Secondary form - $4.00; Specimen set - $5.00; Partial set with manual of interpretation and three forms - $4.50.

SELF-CONCEPT AS A LEARNER SCALE (SCAL)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: STUDENT ATTITUDES: School Attitudes (Attitudes Toward School and/or Learning)

Source: Dr. Walter B. Waltjen, President, The Cleveland State University, Cleveland, Ohio 44115.

Date: 1967

Grade Level: 1-12

Subject and Respondent: Self evaluation. Elementary and secondary school students.

Variables: The instrument measures self concept as a learner in terms of problem-solving ability, motivation, task orientation, and class membership.

Form: The instrument is available in two forms, one for elementary and one for secondary students. The one for secondary-level students is a rating scale of 50 items using the Likert scaling technique. Students give rated answers to statements such as, "I get my work done, but I don't do extra work," or "I find it hard to talk with my classmates." The elementary-level instrument contains 36 similar statements to which students respond "yes" or "no."

Scoring and Interpretation: Scoring instructions are available. Reliability data are provided, and clinical validation is being carried out.

Time: Students should take about 20 minutes to complete either form of the test.

Comments: Waltjen states that the test is designed to be administered to groups of students by a teacher, counselor, or principal. School systems, graduate students, and professional researchers make use of it. It is useful for determining one aspect of self concept: that of the student as a learner in the school context. Since SCAL is available in three languages it is used in hundreds of school systems in the United States and in foreign countries. SCAL has been the major data gathering instrument for a number of doctoral dissertations and master's theses. A bibliography of these studies is available from the author.

Reviewed or Evaluated in: CSE: TE p. A 25, 47, 60, 70, 79. IMAB p. 158.

Cost: 12¢ per copy from source.

SELF-CONCEPT OF ABILITY SCALE

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: STUDENT ATTITUDES: School Attitudes

Source: Educational Publication Services, 202 Erickson Hall, Michigan State University, East Lansing, Michigan 48823. Developed by Wilbur B. Brookover.

Date: 1962

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12.

Variables: The test measures students' self concepts in terms of perceived ability in specific school subjects, ideal grades, and ability to complete college and graduate study.

Form: Two forms are available: Form A tests general self concept of ability; Form B tests self concept of ability in specific school subjects. Form A contains eight questions of multiple-choice format. Form B contains eight scale items. Examples follow below.

(Form A)
How do you rate yourself in school ability compared with your close friends?
(A) I am the best, (B) I am above average, (C) I am average, (D) I am below average, (E) I am the poorest.

(Form B)
What kind of grades do you think you are capable of getting in the following subjects? (Math, English, social studies, science) A scale matrix is given for students to check grades from "Mostly E's" - "Mostly A's."*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Each form probably would take no longer than 5 minutes to complete.

Comments: These forms would provide a teacher or counselor with information about the student's perception of his/her abilities. This could give insight into achievement, behavior, and attitude.

Reviewed or Evaluated in: CSE: TE p. A 60. IMAB p. 152-153.

Cost: 25¢ per copy.

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SELF-ESTEEM INVENTORY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Others)

Source: Self Esteem Institute, 934 Dewing Avenue, Lafayette, California 94549. Developed by Stanley Coopersmith.

Date: 1975 (revised from 1967)

Grade Level: 1-6, also persons over 15 years of age.

Subject and Respondent: The scale was originally designed for children in grades 1-6 but has been used with older students and adults as well. The 1975 revision, developed as an adaptation of the original scale, was to be used specifically with persons over 15 years of age. When using the original version with children in lower grades, teachers may need to read the items aloud and record responses.

Variables: The scale measures evaluative attitudes towards the self in social, academic, family, and personal areas of experience. Specific characteristics measured are hesitation, popularity, need for support, reactions to criticism, self deprecation, reactions to new situations, reactions to failures, excitability, confidence and assurance, and overall self esteem. Some questions measure responses which are indicative of defense or lie reactions.

Form: There are three forms of the inventory. Form A is composed of 58 items which fall into five subscales: general self, social self-peers, home-parents, lie scale, school-academic. Form B contains 25 items and no subscales. Form C, an adaptation of Forms A and B, is designed for use with subjects age 15 and over. All forms require the respondent to respond to statements by checking "like me" or "unlike me." The following is a sample statement: "I am a hard worker."*

Scoring and Interpretation: Scoring and interpretation instructions are provided.

Time: Form A, as a self-administered instrument, takes about ten minutes. Forms B and C require less time.

Comments: Materials are included which discuss developmental background and provide detailed validity, reliability, and norm data. A bibliography of 68 studies employing the inventory is also provided. Additional validity information can be found in John Landis, "A Validity Study of the Self-Esteem Inventory," Chicago, Illinois: American Educational Research Association, April 1972, ERIC ED 062 392.

Reviewed or Evaluated in: CSE: TE p. I 9, 14; A 21, 58, 74. IMAB: p. 143. MSPA: p. 84.

Cost: $5.95 for sample set (includes this instrument and two others - BEHAVIOR RATING FORM and SELF-ESTEEM BEHAVIORS).

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SELF OBSERVATION SCALES

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: STUDENT ATTITUDES, SOCIAL ATTITUDES (Attitudes Toward Others)

Source: National Testing Service, Inc., 1905 Chapel Hill Road, Durham, North Carolina 27707. Developed by A. Jackson Stenner and William G. Katzenmeyer.

Date: 1974

Grade Level: K-3 (primary level); 4-6 (intermediate level)

Subject and Respondent: Primary grade children mark responses to self-evaluation questions read aloud by teacher. Other ages read the the questions and mark a machine readable answer sheet.

Variables: The primary-level scale measures self acceptance, social maturity, school affiliation, self security, and achievement motivation. The intermediate level scale measures those characteristics as well as social confidence, teacher affiliation, and peer affiliation.

Form: The primary-level test has two forms, A and B, each with 50 items. Teachers read aloud each question, and students mark the way they feel about the subject by checking a happy face or a sad face. Questions are of the following nature, "Do you behave badly at home?" or "Can you give a good talk in front of your class?"*

The intermediate level test has two forms, A and B, with 60 items each. Students read the items to themselves, and then mark "yes" or "no." Items present statements such as, "I usually like my teachers," or "I like to stay home from school."*

Scoring and Interpretation: A scoring and reporting service is available through the publisher. Fifteen technical bulletins have been published which review research and program use with the instrument.

Time: Each level takes approximately 20 to 25 minutes.

Comments: The developers state that the instrument has had an extensive validation study which has accompanied the national norming effort; it emphasizes healthy and positive rather than pathological and negative dimensions of children affective behavior; and it has a practical decision-making orientation. Score reporting and analysis services are very thorough. A junior high level and senior high level are also available from the developer.

Reviewed or Evaluated in: CSE: TE p. A 1, 7, 12, 16, 17; I 6.
TIP: #p:379, 5:109.

Cost: Each level set includes materials and standard scoring for 30 students. 1-5 sets - $47.00/each; 6-17 sets - $42.50/each; 18-34 sets - $33.50/each; 35-200 sets - $29.00/each; 201 or more sets - $27.00/each; Specimen set - $5.95.

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SELF PERCEPTION INVENTORY (MARTIN)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality

Source: Psychologists and Educators, Inc., Suite 212, 211 W. State, Jacksonville, Illinois 62650. Authored by William T. Martin.

Date: 1972

Grade Level: 9-12, adult

Subject and Respondent: Self-evaluation. Students or adults.

Variables: Ten subscales measure consistency, self actualization, supervision, rigidity-dogmatism, authoritarianism, anxiety, depression, paranoia, general adjustment, and general maladjustment.

Form: The inventory is a self-report true-false test with 200 items. Items are statements such as, "I am a relaxed person," or "One of my goals is to get back at the ones that have been controlling my thoughts."*

Scoring and Interpretation: A manual (1969) provides instructions for calculating raw scores. A profile sheet allows plotting scores for interpretation.

Time: Most individuals should take between 20 and 35 minutes to complete the inventory. A time score is used as an index of the respondent's functioning, so the administrator should take note of and record the number of minutes it takes the examinee to complete the test.

Comments: The developer states that the inventory can be used to aid counselors and psychologists in evaluating their clients, and to aid clinical personnel "in their evaluations of therapeutic progress and related treatment programming of clients in the school, community clinic, and the mental health institution." When it is used to determine student self concept, a school psychologist or other specially trained professional would be most appropriate for interpreting results. A discussion of this instrument can be found in William T. Martin, "Self Perception Inventory: A New Test of Personality," *Psychological Reports*, 23, pp. 961-2, 1968.

Reviewed or Evaluated in: CSE: TE p. A 1, 7, 12, 16, 17; I 6.
TIP: #P:379, 5:109.

Cost: Specimen set - $5.75; Score keys (set/9) - $5.75; Examiner's set - $17.75; Manual - $4.25; Test booklets - 25/$17.25, 100/$63.00; Profile sheets - 25/$4.00, 100/$14.00; Answer sheets - 25/$4.00, 100/$14.00.

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SELF-PERCEPTION INVENTORY (SOARES)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Dr. Louise M. Soares and Dr. Anthony T. Soares, Department of Psychology, University of Bridgeport, Bridgeport, Connecticut 06602. Order from ALSO Corporation, Inc., 111 Teeter Rock Road, Trumbull, Connecticut 06611.

Date: Revised 1975

Grade Level: 3-12, adults, teachers

Subject and Respondent: Self and peer evaluation. Students, adults, or teachers.

Variables: Aspects of self concept are assessed, including self concept (as person, student, parent, or teacher), ideal self, reflected self, and perceptions of others.

Form: Three sets of instruments are provided: one each for students, teachers, and adults/parents. Each set contains between 7 and 10 rating scales with 20 to 36 bi-polar items apiece. The respondent rates himself on variables such as those listed above in terms of adjective pairs.

Scoring and Interpretation: Scoring instructions for each set of scales are provided. Raw scores can be converted to stanines for standardized comparisons, and profiles can be obtained to visually note the strength and direction of various component scores. Interpretation of profiles is also discussed.

Time: No more than ten minutes should be required to complete any one scale. It is not necessary to complete an entire set in one session.

Comments: The instrument is versatile in that it can be used for elementary or secondary students, teachers, parents, and adults in general. In the classroom situation, it may be useful in obtaining comparative information on how a student and teacher perceive themselves, or how a student and his/her parents view themselves. Counselors as well as teachers may be interested in this. Also, the instrument can be used in evaluation of student teachers, or in clinical study of adult (or child) self images.

Reviewed or Evaluated in: CSE: TE p. A 64, 66. TIP #1376.
MSPA: p. 104.

Cost: Specimen set - $2.00; Single test - $.20; Answer sheets - $.15 each, 500 for $60.00; Composites - $.20 each, 500 for $75.00; Manuals - $5.00 (composites), $2.00 (single).

SELF PROFILE Q-SORT

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Psychologists and Educators, Inc., Suite 212, 211 West State, Jacksonville, Illinois 62650. Authored by Alan J. Politte.

Date: 1970

Grade Level: 2-8

Subject and Respondent: Self evaluation. Students in grades 2-8.

Variables: The instrument provides a reading of the student's self perception in terms of physical, intellectual, and social descriptors.

Form: The Q-SORT contains a list of 63 adjectives understood by most children in grade 2 and above. With young children or those with reading difficulties, the teacher may read the adjectives aloud and the child may indicate when a word describes him/herself. Older children can read and mark the checklist by themselves. Adjectives are of the following nature, "neat," "fat," "dumb," "leader," or "strong."

Scoring and Interpretation: The Q-SORT is not objectively scored. The developer states that "skilled persons can analyze the test on the basis of projective test theory and psychodiagnostic rationale. Examiners may wish to develop their own criteria for evaluation of the items." (Manual, 1972)

Time: Students probably would require 15 minutes at most to complete the instrument.

Comments: The developer cites several ways in which the instrument can be used. It can be used to elicit student self evaluation before an interview with a counselor or psychologist. It can also be used as a pre- and post-test at both ends of a series of counseling sessions in order to determine change in self concept. The manual provides additional comments on purposes and uses, development, validity and reliability.

Cost: Specimen set - $1.75; Forms with manual - 25/$6.25, 100/$23.00.

SENTENCE COMPLETION TEST

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Others)

Source: Psychologists and Educators, Inc., Suite 212, 211 W. State, Jacksonville, Illinois 62650.

Date: 1972

Grade Level: 7-12 and college

Subject and Respondent: Students or individuals undergoing personality assessment.

Variables: Respondents indicate feelings, urges, beliefs, attitudes, or desires in six categories: self concept, parents, peers, need for achievement, learning attitude, and body image. Acceptance or rejection is indicated.

Form: Thirty-five sentence stems are provided, such as "When I'm alone ...." In completing the sentences, respondents may express their real feelings, say the very first thing that comes to mind, or deal with the stems in whatever way they wish.

Scoring and Interpretation: Responses are scored in terms of an acceptance-to-rejection dimension on a 5-point scale. Directions are given in the manual. The numerical scoring is recommended for research and experimentation. For clinical purposes, global as well as specific analysis is suggested. No specific interpretation instructions are given.

Time: No time limit is required. Respondents would probably need between 20 and 30 minutes to complete the test.

Comments: The manual advises that "Use of the SENTENCE COMPLETION TEST (SCT) in clinical and academic settings with adolescents and young adults should be preceded by exposure to the rationale and empirical bases for semiprojective, personality assessment." Teachers may find it helpful to confer with school psychologists or other clinicians when interpreting responses. Developmental background is summarized in the manual, and six references are provided:

1. Irvin, Floyd S. "Adjective Check List Correlates of Positive and Negative Sentence Completion Responses." *Journal of Clinical Psychology*, 23:4, Oct. 1967, 419-21.

2. Irvin, Floyd S. "Effects of Stem Reference on Sentence-Completion Responses." *Psychological Reports*, 21, 1967, 679-80.
3. Irvin, Floyd S. "Personality Characteristics and Vocational Identification." *Journal of Counseling Psychology*, 15:4, 1968, 329-33.
4. Irvin, Floyd S. "Sentence-Completion Responses and Scholastic Success or Failure." *Journal of Counseling Psychology*, 14:3, 1967, 269-71.
5. Irvin, Floyd S. and Marie L. Johnson. "Effect of Differential Instructional Set on Sentence Completion Responses." *Journal of Consulting and Clinical Psychology*, 34:3, 1970, 319-22.
6. LaPlante, Margaret J. and Floyd S. Irvin. "Sentence-Completion Responses and Academic Performance Re-Examined." *Journal of Projective Techniques & Personality Assessment*, 34:3, 1970, 219-22.

Reviewed or Evaluated in: CSE: TE p. 25. TIP #1507. IMAB: p. 116.

Cost: Specimen set - $4.25; Test forms - 25/$7.00, 100/$25.50.

THE STORY OF JIMMY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Michael F. Grapko. Institute of Child Study, University of Toronto, 45 Walmer Road, Toronto, Canada.

Date: 1957, revised 1973, 1975

Grade Level: 4-8

Subject and Respondent: Students in grades 4-8.

Variables: The test measures security as revealed by the child's pattern of security development. It also provides a measure of consistency in dealing with the current significant events of the child's life. Content covers relationship to family, teacher, and friends; attitudes toward school work and money; avocational interests and play; and response to physical injury.

Form: The test is in story form and describes a day's events as they happen to "Jimmy." There are 16 sections of the story, each followed by a series of statements of behavior. The student indicates in which order he/she would do those things if he/she were Jimmy. For example, when Jimmy wakes up late for school, his behavior options are:

(1) give the excuse that the alarm clock didn't ring,
(2) wait for his mother to help him hurry up, (3) rush as fast as possible so as not to be too late, (4) start to cry,
(5) explain to the teacher when he arrived late at school.*

Scoring and Interpretation: A manual provides instructions for scoring, interpreting, and comments on reliability, validity, and rationale for the test.

Time: The test should be administered at one sitting, with no time limit. It usually takes 20 to 35 minutes to complete.

Comments: Teachers and counselors may find the instrument useful in understanding individual development as well as comparing members of a class or group. The instructions for administering, scoring, and interpreting are thorough enough for a teacher to perform without special training or preparation. See THE STORY OF TOMMY, this section, for a related instrument for grades 1-3. A form for high school students, THE STORY OF SUSAN, is now being developed and tested and will be available in late 1978.

Reviewed or Evaluated in: CSE: TE p. A 52. TIP II: #1233.

Cost: Specimen set - $3.00; 25 tests - $7.75; Scoring service for over 100 tests - $.30 each.

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THE STORY OF TOMMY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Other Category: COGNITIVE PROCESSES: Critical Thinking

Source: Michael F. Grapko. Institute of Child Study, University of Toronto, 45 Walmer Road, Toronto, Canada.

Date: 1-3

Subject and Respondent: Students in grades 1-3.

Variables: The test measures security as revealed by the child's pattern of security development. It also provides a measure of consistency in dealing with the current significant events of the child's life. Content covers relationship to family, teacher, and friends; attitudes toward school; avocational interests and play; and responses to physical injury.

Form: The test is in story form and describes a day's events as they happen to "Tommy." There are 12 sections of the story, each followed by a series of statements of behavior. The student indicates in which order he/she would choose to do those things if he/she were Tommy. For example, when Tommy has art class and begins a drawing, he can decide to:

> (1) draw another horse since he can do this best; (2) draw a new picture which he had never drawn before; (3) wait to see what the other children started to draw; (4) ask the teacher to help him get started on something.*

Scoring and Interpretation: Directions for scoring and interpreting are provided. Developmental data are also included.

Time: The test should be administered at a single sitting with no time limit. It usually takes 30 minutes.

Comments: The test is intended as a group test to be given to the whole class at one time. Teachers and counselors may find it useful in interpreting individual behavior as well as in comparing members of a class. No special training is required for administration. See THE STORY OF JIMMY, this section, for a related instrument for grades 4-8. A form for high school students, THE STORY OF SUSAN, is now being developed and tested and will be available in late 1978.

Reviewed or Evaluated in: CSE: TE p. A 77. TIP II: #1233.

Cost: Specimen set - $2.50; 25 Tests - $7.15; Scoring service for over 100 tests - $.20 each.

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TENNESSEE SELF CONCEPT SCALE (TSCS)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Counselor Recordings and Tests, Box 6184 - Acklen Station, Nashville, Tennessee 37212. Developed by William H. Fitts.

Date: 1964

Grade Level: 6-12, adults

Subject and Respondent: Self evaluation. Students or other individuals with a 6th-grade reading level or higher.

Variables: The scale provides information about the way in which an individual views his/her physical self, moral-ethical self, personal self, family self, and social self. Self criticism is indicated also.

Form: The scale contains 100 self-descriptive statements which the respondent uses to portray his/her own self image. Responses are made in numerical scale form, with 5 indicating "completely true" and 1 indicating "completely false." Statements are of the following nature: "I am hard to be friendly with," "I am full of aches and pains," or "I am as smart as I want to be."*

Two forms are available: a Counseling Form and a Clinical and Research Form. Both use the same test booklet and items, but the scoring and profiling systems are different. (See Scoring and Interpretation.)

Scoring and Interpretation: The scale can be scored by hand or by machine. The manual (1965) presents a discussion on the nature and meaning of scores, scoring instruction, profile interpretation, psychometric data, and validity. The Counseling Form, which is easier to score because it deals with fewer variables and scores, is appropriate for self interpretation and feedback to counselors. The Clinical and Research Form is more complex in terms of scoring, analysis, and interpretation, and is not appropriate for self interpretation or direct feedback to the respondent.

Time: Most respondents take 10 to 20 minutes to complete the scale.

Comments: The developer states that the results of the scale can be used in counseling, clinical assessment and diagnosis, research in behavioral science, or personnel selection. He cautions that "persons desiring to use the Counseling Form should have a guidance certificate or Master's degree in guidance and counseling or psychology. Persons desiring to use the Clinical and Research Form for clinical assessment should have substantial training and supervised experience in the clinical use of tests."

Reviewed or Evaluated in: CSE: TE p. I 10, A 44, 61, 65. TIP #1415. MSPA: p. 68.

Cost: Regular form (reusable), 1-99 copies - \$.31 each; 100 or more - \$.29 each; Computer form, 1-99 copies - \$.20 each; 100 or more - \$.18 each; Specimen set (including manual) - \$1.50; series of monographs discussing self-concept research (much of it done with TSCS) - \$3.25 each.

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WHEN DO I SMILE?

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Dr. Dale W. Dysinger, 15613 North Lund Road, Eden Prairie, Minnesota 55343.

Date: 1971

Grade Level: 1-6

Subject and Respondent: Self evaluation. Students in grades 1-6.

Variables: This instrument intends to measure self concept in students. Students rate their feelings about such things as coming to school, getting report cards, playing alone, helping parents, and talking with parents about problems.

Form: This inventory consists of 23 questions to which students respond by selecting one of five facial expressions reflecting their feelings. The facial expressions represent "very happy," "happy," "in-between," "unhappy," and "very unhappy." There are two levels of the test, one for upper elementary in which students read the questions themselves, and one for lower elementary in which the teacher reads the questions and the students just mark the appropriate face. A sample question is "How do you think the boys and girls in this class feel about you?"*

Scoring and Interpretation: No guidelines for scoring and interpretation are suggested.

Time: Most students could probably complete the instrument in 10 to 15 minutes.

Comments: The instrument was developed at the American Institute for Research for a specific research application for a Florida elementary school system. Reliability data is discussed in the cover sheet accompanying the instrument.

Cost: $10.00 for 100 copies.

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4.4 Values

4.41 Moral Development

EGO DEVELOPMENT

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Moral Development)

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Others)

Source: Jane Loevinger, Ruth Wessler, and Carolyn Redomore. *Measuring Ego Development, Vols. I and II.* Jossey-Bass, 615 Montgomery Street, San Francisco, California 94111.

Date: 1970

Grade Level: 6-12, adults

Subject and Respondent: Students in grades 6-12, adults.

Variables: Students' levels of ego development based on Loevinger's seven-stage theory are measured, as displayed in ways of looking at self, others, interpersonal relations, and social mores. Loevinger's ego development theory is similar to but more comprehensive than Kohlberg's theory, including cognitive and interpersonal style as well as impulse control and character development.

Form: Thirty-six sentence stems are given to the students to complete in any way they wish. Students write their completions directly on the sheet containing the stems. Appendix A, Volume I of *Measuring Ego Development* presents separate forms for men, women, boys, and girls.

Scoring and Interpretation: Both volumes of *Measuring Ego Development* are needed for scoring and interpretation. Volume I contains general instructions and self-training exercises which must be completed before beginning to score. Volume II contains specific instructions for scoring 36 stems. Some stems on each form are omitted and must be scored by the general instructions.

Time: The instrument would take between 20 minutes and an hour, depending on the ages of the students being tested. Young children would require more time than high school students to read each item, verbalize a response, and write it down.

Comments: This test can be scored and interpreted only after studying *Measuring Ego Development* and completing the self-training exercises. The self-training program would require two or three months for a teacher to complete. Scoring workshops under Loevinger's direction are held annually at Washington University, St. Louis. This instrument has been used extensively in psychological research. It is reviewed in Hauser, Stuart T. "Loevinger's Model and Measure of Ego Development: A Critical Review." *Psychological Bulletin*, 1976, 83, pp. 928-55.

Cost: $17.50 for both volumes.

HOW TO ASSESS THE MORAL REASONING OF STUDENTS: A TEACHERS' GUIDE TO THE USE OF LAWRENCE KOHLBERG'S STAGE-DEVELOPMENT METHOD

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Moral Development)

Source: Nancy Porter and Nancy Taylor. *How to Assess the Moral Reasoning of Students--A Teachers' Guide to the Use of Lawrence Kohlberg's Stage-Development Method*. Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada.

Date: 1972

Grade Level: 4-12, adults

Subject and Respondent: Students in grades 4-12 and adults.

Variables: Stages of moral reasoning according to Kohlberg's theory of moral development.

Form: Students are presented with five moral dilemmas in the form of short stories and are then asked several questions concerning the moral issues. Elementary teachers read the stories and interview students individually. Secondary students and adults may read the dilemmas and write answers to the questions. Directions are provided for teacher administration of the questionnaire.

Scoring and Interpretation: Detailed instructions and a numerical scoring system are provided to help teachers interpret the student responses and classify them according to stage of moral reasoning.

Time: The authors do not specify the amount of time required to administer and score the instrument. If used on an individual basis, the questionnaire might take from 30 to 60 minutes to administer, depending upon the abilities and grade levels of the students. Used on a group level, the questionnaire could probably be administered in one class period. Time needed to interpret and score the responses will vary depending upon the teacher's knowledge of Kohlberg's theory of moral development.

Comments: This evaluation is intended to be a simplified version of the method of measuring levels of moral development used in the research of Kohlberg and his colleagues. The procedures are still somewhat complex and time consuming for classroom teachers to apply. A thorough understanding of Kohlberg's theory and of his six stages seems necessary to interpret the students' responses. For a discussion of the reliability and validity of this and other moral judgment assessment instruments see:

Rest, James. "The Validity of Tests of Moral Judgment," *Values Education: Theory/Practice/Problems/Prospects*. John R. Meyer et al., eds. Waterloo, Ontario, Canada: Willfred Laurier University Press, 1975, pp. 103-16.

Beck, C. *Moral Education in the Schools*. Ontario Institute for Studies in Education, 252 Bloor Street W., Toronto 5, Ontario, Canada, 1971.

Sullivan, E., C. Beck, M. Joy, and S. Pagliuso. *Moral Learning: Findings, Issues and Questions.* Paulist Press, Toronto, Ontario, Canada, 1975.

Cost: $2.95.

4.42 Values Clarification

CALIFORNIA LIFE GOALS EVALUATION SCHEDULES

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Values Clarification)

Other Category: STUDENT ATTITUDES: Social Attitudes (Attitudes Toward Others)

Source: Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025. Developed by Milton E. Hahn.

Date: 1966

Grade Level: 10-12, adults

Subject and Respondent: Students in grades 10-12 or adults.

Variables: Ten areas of goal interest are assessed: esteem, profit, fame, power, leadership, security, social service, interesting experiences, self expression, and independence.

Form: The instrument is a five-point rating scale containing 150 items which are statements of social, economic, or political opinion. Students respond by marking from "strongly agree" to "strongly disagree." An example of an item is, "The young owe the old complete economic security," or "To live a successful life it is essential that one's mistakes should not be discovered."*

Scoring and Interpretation: Directions for scoring are on the test booklet as well as in the manual (1969). Information about profiles, interpretation, norms, and statistical data are also included.

Time: Most respondents complete the test and self score it in 45 minutes.

Comments: The instrument can be used in individual counseling classroom discussion of aspects of motivation, group use, employee selection, and various research projects.

Reviewed or Evaluated in: CSE: TE p. A 26, 36, 89, 96, C 4. TIP II: #1118, #1208j.

Cost: Kit (25 test booklets, 25 profile forms, manual) - $11.50; Test booklets (packages of 25) - 1 pkg, $6.50; 2-19 pkgs, $5.00/each; 20-plus pkgs, $4.50/each; Profile forms (pads of 100) - 1 pad, $8.50; 2-19 pads, $7.00/each; 20-plus pads, $6.50/each; Manual (includes 1 test) - $5.00; Scoring keys - $5.50; Answer sheets (pads of 100) - 1 pad, $8.50; 2-19 pads, $7.00/each; 20-plus pads, $6.50/each.

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MEASURING THE DEGREE OF VALUE-RELATED BEHAVIOR

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Clarification)

Source: Louis Raths et al. *Values and Teaching.* Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216, pp. 177-85.

Date: 1966

Grade Level: 3-12

Subject and Respondent: Some self and peer evaluation. Students, parents, or teachers.

Variables: Value-related behavior problems are assessed: apathy, flightiness, uncertainty, inconsistency, drifting, conformity, dissension, and role playing.

Form: This is not an instrument per se. One chapter in the source cited above discusses ways of measuring value-related behavior. Several methods are suggested. One is a record form which is completed by the teacher. The form contains frequency and acuteness ratings for each student on the variables listed above. The teacher makes records on each student before and after a period in which value-clarifying opportunities are provided. A second method is a peer-evaluation measure, which can be used in a class when students have had time to get to know each other. It contains brief descriptions of people typifying the behaviors (variables) above. Students read each description, then write the name of classmates who fit the descriptions. Students can rate themselves on the descriptions also. A third method is a similar form with lists of behaviors which can be given to students' teachers from the previous year. The teachers can indicate which students showed significant degrees of specific behaviors. A fourth method is one in which parents are sent a rating scale, comprised of the listed variables, on which they are asked to rate their child in terms of behavior out of school.

Scoring and Interpretation: No specific scoring or interpretation instructions are given.

Time: Administration of any of the suggested measures would take only 5 to 10 minutes. Comparative study would require two separate administrations over a period of time.

Comments: These techniques are proposed in light of a theory that students showing problems in value-related behavior will experience less frequent problem patterns after value-clarifying opportunities have been provided.

Cost: *Values and Teaching* - $9.50.

MURPHY INVENTORY OF VALUES

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Values Clarification)

Other Categories: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Change); Self Concept

Source: Pennant Educational Materials, 8265 Commercial Street, Suite 14, La Mesa, California 92041. Developed by Maribeth Murphy.

Date: 1969

Grade Level: K-8

Subject and Respondent: Self evaluation. Students describe their values in a story suggested by the context of a picture.

Variables: Student responses are evaluated by determining whether the student feels enhanced or deprived in values of affection, enlightenment, power, rectitude, respect, skill, wealth, and well being.

Form: Students are asked to identify with a person in each of eight pictures, then write (or tell) a story from that person's point of view which reflects the student's own values, concepts, feelings, and attitudes. Pictures show groups of children (black and white), sometimes with adult supervision, in school or play situations.

Scoring and Interpretation: A manual (which contains a specimen set) provides a scoring sheet, scoring instructions for each variable, and several sections on interpretation. Separate sections discuss administration, evaluating responses, determining the value status, charting the value profile, and field test and reliability data.

Time: No more than five minutes should be allowed for a single story.

Comments: The manual provides a complete and thorough background of the values measured by defining the value variables and discussing the concept of value projections in story responses. Instructions for groups or individual administration are clear, as are interpretation and scoring instructions. The instrument can be easily administered and interpreted by a classroom teacher, counselor, school psychologist, or other clinician.

Cost: Specimen set - $3.95.

QUESTS

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Values Clarification)

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept; Interpersonal Competence

Source: Person-o-metrics, Inc., Evaluating Development Services, 20504 Williamsburg Road, Dearborn Heights, Michigan 48127. Developed by Norman J. Milchus, Omar D. Mumey, and David N. Rodwell.

Date: 1974

Grade Level: 9-12

Subject and Respondent: High school students.

Variables: The following variables are measured in relation to self, family, teachers, school, and society; needs recognition, values clarification, adaptive autonomy, perception of reality and self-worth. Career planning and "substance abuse" (e.g. smoking, drinking) are other variables included.

Form: The instrument consists of 90 statements to which the respondent answers on a 5-point Likert scale, from "strongly agree" to "strongly disagree."

Scoring and Interpretation: A manual of interpretation provides information on administration, scoring interpretation, validation, and norms. Machine-scorable answer sheets are also available.

Time: Required time would probably be 15 to 25 minutes.

Comments: This appears to be a useful instrument for measuring attitudes related to values clarification goals. It was developed as a life-chance inventory for courses in drug abuse prevention, delinquency preventing career education, positive mental health, and values clarification.

Cost: 40 tests (reusable) - $12.00; 20 response sheets - $3.25; Manual - $.50; Specimen set - $1.00.

SURVEY OF INTERPERSONAL VALUES

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Values Clarification)

Other Categories: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality; Interpersonal Competence

Source: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. Developed by Leonard V. Gordon.

Date: 1960

Grade Level: 9-12, adults

Subject and Respondent: Self evaluation. High school students or adults.

Variables: The survey (SIV) measures certain critical values involving the individual's relationships to other people or their relationships to him. The six values measured are: support, conformity, recognition, independence, benevolence, and leadership.

Form: The SIV uses a forced-choice format in 33 sets of triads, or three statements. For each triad, the respondent indicates one statement which represents what is most important to him and one statement which represents what is least important to him. Within each triad, three different value dimensions are represented, and the three statements within each set have been equated for social desirability as far as possible. An example of a triad follows below.

To be praised by other people.
To be relatively unbound by social conventions.
To work for the good of society.

Scoring and Interpretation: Scoring is performed with a hand-overlay stencil. Instructions are given in the manual. There are also sections discussing interpretation, development and descriptive statistics, validity, and applications.

Time: Most individuals complete the instrument within 15 minutes.

Comments: In the manual, the developer states that the survey can be used for selection (i.e., industrial personnel), vocational guidance, counseling, classroom demonstration (psychology courses), or research. A separate document published in 1963 contains research briefs using the SIV.

Reviewed or Evaluated in: CSE: TE p. A 7, 37, 44, 49. TIP #1407.

Cost: Test booklets, 1-19 - $7.20/each; 20-199 - $6.48/each; 200+ - $6.12/each; Scoring stencil - $1.50/each; Administration cassette - $15.00/each; Interpretive manual - $2.60/each; Specimen set - $5.12/each.

WORK VALUES INVENTORY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Values Clarification)

Other Category: STUDENT ATTITUDES: Social Attitudes (Careers)

Source: Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02107. Developed by Donald E. Super.

Date: 1968

Grade Level: 7-12, adult

Subject and Respondent: Students in grades 7-12 and adults.

Variables: The test assesses attitudes toward 15 aspects of work: creativity, management, achievement, surroundings, supervisory relations, way of life, security, associates, esthetics, prestige, independence, variety, economic return, altruism, and intellectual stimulation.

Form: The inventory is a five-point rating scale with 45 items. Respondents rate descriptions of work situations from "very important" to "unimportant." Descriptions range from "have a boss who is reasonable" to "feel you have helped another person."*

Scoring and Interpretation: The manual (1970) gives directions for hand and machine scoring, and interpretation of each of 15 scores, and information on the norms, development of the instrument, reliability, validity, and independence of the scales.

Time: Most people do the test within 15 to 20 minutes.

Comments: The instrument was developed to help assess the wide range of values which affect the motivation to work. It is appropriate for high school, college, or adults.

Reviewed or Evaluated in: CSE: TE p. A 87. TIP II: #2221.

Cost: 100 MRC test booklets with manual and scoring order - $21.72; Manual - $1.05; Examination kit - $1.35.

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4.43 Value Change

GARDNER ANALYSIS OF PERSONALITY SURVEY (GAP)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Change)

Other Categories: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Personality and Self Concept

Source: Lawrence E. Gardner. *Gardner Analysis of Personality Survey Manual*. Pennant Educational Materials, 8265 Commercial Street, Suite 14, La Mesa, California 92041.

Date: 1972

Grade Level: 7-adult

Subject and Respondent: Self evaluation. Students or adults.

Variables: A personality profile is provided of the way in which an individual responds to a particular set of situations. Eight values are measured independently: affection, responsibility, power, skill, respect, well being, wealth, and enlightenment. These values work interdependently in actual life to make up the dynamic characteristics by which individuals are identified.

Form: The survey contains 88 multiple-choice statements which many people consider important in their daily lives. Respondents are asked to indicate which of four answers are most like themselves. For example:

> If people argue with me (1) I am easily irritated, (2) I give in to their views easily, (3) I become confused, (4) I can usually demonstrate my point.

Scoring and Interpretation: Scoring instructions are given, and scoring overlays are available for a fee. Eight scores are derived for each of the variables mentioned above. Interpretation information is provided also and stresses that the results tell what relative level of importance an individual places on each of the eight value categories and how the individual's profile compares to any particular group.

Time: Students generally take 30 minutes to complete the survey; however, an individual should be allowed as much time as necessary.

Comments: The instrument was originally developed to be used in a research project. Since results are numerical and pictorial, they can easily be compared to tell the significant difference between value goals of various groups of individuals. It has been used successfully to compare values of students from different colleges, to compare values between males and females, between age groups, and to compare values of a group of individuals at the beginning and end of an educational experience. The developer suggests that it can be used in guidance and counseling, classroom discussion, and research. Directions for administering are included, as well as a discussion of validity.

Cost: Specimen set - $3.95.

THE HARTMAN VALUE PROFILE (HVP)

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Change)

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: Research Concepts, A Division of Testmaker, Inc., 1368 East Airport Road, Muskegon, Michigan 49444. Developed by Robert S. Hartman and Mario Cardenas Trigos. Also: Robert S. Hartman, *The Hartman Value Profile (HVP), Manual of Interpretation*, Research Concepts, Muskegon, Michigan 49444.

Date: 1973

Grade Level: 1-adult

Subject and Respondent: Student or older adult.

Variables: The instrument measures a person's ability to value in terms of intellectual and emotional capacities. Based on the individual's ratings of the world and his own self, responses indicate world concept/self concept potentials, cognitive/affective domain relationships, social/emotional handicaps, and interpersonal compatibility.

Form: The regular form of the HVP consists of two parts, one measuring the capacity to value the world and one measuring the capacity to value one's self. Part I contains 18 words or phrases representing something on which people place different values. Respondents rank them by judging the goodness or badness, and not the importance, of their content. Examples: "a baby," "an assembly line," or "burn a witch at the stake." Part II contains 18 quotations concerning things on which people place different values. Respondents rank them from 1 to 18 based on each item's value in their own lives. Examples: "My work contributes nothing to the world," "I love the beauty of the world," or "I enjoy being myself."* Card and pictorial forms of the test are available also. This makes administration easier with very young children. A general evaluation report called an axioscope can also be used as a self report, other report, or as a hypothetical report by checklisting 18 variables.

Scoring and Interpretation: A 269-page manual for administration, scoring, and interpretation gives very detailed instructions and commentary. Hand- and machine-scoring forms are available, as well as individual or group profile charts, individual axiogram norm and profile charts, and personal value description reports. A related but separate general evaluation report-axioscope allows for easy verification of the HVP variables.

Time: Each part should take between 10 and 15 minutes to complete, making a total time of 10 to 30 minutes.

Comments: The instrument can be used for mental health screening, personnel evaluation and research, educational program evaluation and research, counseling progress, social work outcomes, individual development goals, or special education class needs. The developers state that "the test is available to qualified psychologists, physicians, social workers, counselors, teachers, and personnel specialists and researchers." The manual for scoring and interpretation is extremely statistically and psychometrically oriented. Lay teachers may want to consult with counselors or other specialists in interpreting results. Teachers desiring a simple, easy-to-score measure of student values in a typical secondary-school classroom may find this instrument more clinical in interpretation than they need. A research bibliography is available from the publisher. Three references from that list are provided below:

Najera, Guillermina. *A Study of Hippies and Pathologists to test Fromm's Thesis of Biophiles and Necrophiles*, 1973. Axiometric Institute, Apartado 422, Cuernavaca, Mor., Mexico.

Austin, John J. *The Hartman Value Profile (HVP): A Review of Applied Research and Future Applications*, 1975. Interdisciplinary Value Conference, sponsored by the American

Society for Value Inquiry and the Philosophy Department, Florida State University at Tallahassee.

Austin, John J., and Barbara A. Garwood. *The Relationship of the Hartman Value Profile (HVP), the Rokeach Value Survey (RVS), Allport-Vernon-Lindzey Study of Values (AVL), and Kohlberg's Theory of Moral Development (KMD)*, 1977. National Association of School Psychologists Convention Proceedings, Cincinnati, Ohio.

Reviewed or Evaluated in: TIP II: #1211.

Cost: Regular form (package of 35) - $4.80; Profile card form (1 set) - $8.00; Pictorial form (1 set) - $10.00; Axiometric scoring form (package of 35) - $2.50; *Formal Axiology and the Measurement of Values* and *The Structure of Value: Foundations of Scientific Axiology* (paperback set) - $3.60; Individual axiogram norm and profile chart folder (package of 35) - $4.80; Axiograph-personal value description report (package of 35) - $8.60; *Value and Valuation: Axiological Studies in Honor of Robert S. Hartman* (Hardback) - $12.95; Daily and weekly service computer scoring certificates (1-50 cases) - $1.50 each; Computer scoring service by purchase order - 51-100 cases for $1.25 each; 101-plus cases for $1.00 each; One complete set materials (includes all materials listed above) - $75.00.

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PERCEPTION OF VALUES INVENTORY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Change)

Other Categories: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept; Personality

Source: Bert K. Simpson. *Perception of Values Inventory: A Combined Sociometric-Personality Approach for 4th Grade Through Adult Manual*. Pennant Educational Materials, 8265 Commercial Street, Suite 14, La Mesa, California 92041.

Date: 1973

Grade Level: 4-adult

Subject and Respondent: Self evaluation. Students or adults.

Variables: The instrument measures a person's perception of himself, of others, and the way he perceives that others see him. This is accomplished through measurement of eight value categories: affection, respect, skill, enlightenment, power, wealth, well being, and responsibility. These provide a framework through which social, economic, political, and personal value systems can be understood.

Form: The inventory consists of three parts. Part I is a sociometric instrument which provides data on the choices and interacting patterns of people in groups. It contains 16 questions requiring the respondent to identify specific members of the group as "the two most talented persons" or "the two most helpful persons." Part II, a personality instrument, provides data on the way the respondent perceives himself. It is a five-point rating scale with 16 items. Respondents rate themselves from "among the lowest of the group" to "among the highest of the group" on factors such as "an honest person," "a self-directed person," or "a person with ability." Part III is also a personality instrument. It reflects the respondent's perception of the way others see him. It is a five-point rating scale with 16 items. Ratings range from "among the highest of the group" to "among the lowest of the group." The 16 characteristics measured in Parts II and III are the same.*

Scoring and Interpretation: Directions and a scoring key for hand scoring by the test administrator are provided. Machine scoring is available through the publisher. Individual profile charts can be constructed based on scores. Comments on interpretation of the matrices from each test part are provided. Part I provides indices of the degree of socialization of the respondent. Part II scores indicate three types of value category imbalance. Part III responses add perspective to the meaning of scores for Parts I and II.

Time: There is no specified time limit, but the developer states that administration takes approximately 30 minutes.

Comments: The developer hopes that results will clarify individual needs and provide guidelines for the construction of enhancing strategies for the further development of the individual. "Guidelines for Remedial Action" are provided, including principles of value enhancement and resource materials such as books, value games, and related test instruments. When testing an entire group of students or adults, administrators may find the professional scoring and analysis service more efficient than hand scoring.

Cost: Specimen set - $3.95.

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PICTORIAL STUDY OF VALUES

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Change)

Source: Psychometric Affiliates, P. O. Box 3167, Munster, Indiana 46321. Developed by Charles N. Shooster.

Date: 1957

Grade Level: 11-12, college and adults.

Subject and Respondent: Senior high school and college students and adults.

Variables: Like the written *Study of Values* by Allport, Vernon, and Lindzey, this test measures value-orientations according to Springer's six types: aesthetic, economic, political, religious, social, and theoretical.

Form: The test consists of a random set of 60 photographs depicting human interests in action or the products of such action. For example, one picture shows a nurse helping a young boy, another shows a crane digging a hole. Respondents rate these pictures on a 5-point scale.

Scoring and Interpretation: A manual provides extensive reliability, validity, and norm data. Answer keys and scoring sheets are provided.

Time: Required time is probably 20 minutes.

Comments: The test was developed as a non-written form of the much used *Study of Values*.

Reviewed or Evaluated in: CSE: TE p. A 89, 91, 92, 95, 101, 105.

Cost: Specimen set - $2.00; Tests - 25/$3.50, 100/$11.00; Answer sheets - 25/$2.00, 100/$7.00.

THE ROKEACH VALUE SURVEY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Change)

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Clarification)

Source: Milton Rokeach. *The Nature of Human Values*. The Free Press, 866 Third Avenue, New York, New York 10022. Available from Halgren Tests, 873 Persimmon Avenue, Sunnyvale, California 94087.

Date: 1973

Grade Level: 7-adult

Subject and Respondent: Students or older adults.

Variables: The survey assesses an individual's preferences in terminal values (goals to which he aspires) and instrumental values (personal characteristics).

Form: The survey consists of two lists of 18 values each. All values are printed on pressure-sensitive gummed labels. Respondents are asked to peel off the labels and rearrange them in order of personal importance. Terminal values include "happiness," "family security," and "social recognition." Instrumental values include "cheerful," "responsible," and "forgiving." Each list should be rated separately.

Scoring and Interpretation: The survey does not require scoring. Comments on interpretation are included in the source book in Chapters 2 and 14.

Time: The author states that most respondents are able to complete the survey within 10 to 20 minutes.

Comments: The author points out that the survey is highly projective because the respondents have only their own internalized system of values to tell them how to rank the values; responses are not suggested by the stimulus material. All values are socially acceptable ones. Comments on development of the instrument, value selection, and reliability are included in Chapter 2. The author believes the method of manually rearranging the labels, rather than numbering with pen or pencil, makes the task easier and more enjoyable. At the individual level, the survey can be used as a diagnostic tool in academic or vocational counseling, to chart progress of psychotherapy, or to identify political value orientations of electorates. On a group level, it can be used as a social indicator to locate sources of conflict and value gaps between various groups (students and teachers, police and policed, etc.).

Reviewed or Evaluated in: TIP II: #1355.

Cost: Minimum order of 50 tests - 40¢/per copy (educational or non-profit rate), 50¢/per copy (commercial rate); Order of 200 or more tests - 36¢/per copy (educational or non-profit rate), 46¢/per copy (commercial rate).

SOCIAL AND PERSONAL NEEDS SURVEY

Major Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Change)

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Self Concept

Source: *Final Report of Aptos School's Project Future*, Appendix A. Pajaro Valley Unified School District, P. O. Box 630, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9

Subject and Respondent: Peer and self evaluation. Students in grades 7-9.

Variables: Students rate themselves and their friends on value traits such as honesty, loyalty, fairness, trust and cooperation.

Form: The survey is basically a rating scale with thirty-three items. Thirty-three beliefs or behaviors are listed, and respondents rate themselves and their friends on two four-point scales with respect to the given beliefs or behaviors. For example, respondents indicate "agree" to "disagree" that they themselves or their friends "believe a person can be respected even though he doesn't agree with the majority."*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students probably could complete the survey in 10 to 15 minutes.

Comments: Although there are no specific instructions for scoring or interpreting, the instrument seems useful for providing an indication of students' value orientations. A class summary sheet would be useful for comparing student responses. Counselors as well as teachers may be interested in individual responses.

Cost: Final report available on request from Pajaro Valley Unified School District.

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5.0 EDUCATIONAL ENVIRONMENT

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5.11 Classroom Climate

CLASS ACTIVITIES QUESTIONNAIRE (CAQ)

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Climate)

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Interaction

Source: Evaluation Center, Mars Hill College, Mars Hill, North Carolina 28754. Developed by Joe M. Steele, Director of Center. Order from Dr. Robert Rosemier, 520 College View Court, Northern Illinois University, DeKalb, Illinois 60115.

Date: 1969

Grade Level: 7-12

Subject and Respondent: Students in grades 7-12.

Variables: The CAQ is designed to provide a broad picture of classroom transactions and to reveal the students' perception of their classroom. Five major areas of instructional climate are assessed: lower thought processes, higher thought processes, classroom focus, classroom climate, and student opinions. These are subdivided into 20 more specific categories.

Form: The instrument consists of 27 items which students rate "strongly agree," "agree," "disagree," or "strongly disagree." One item, for example, reads, "There is a great concern for grades in this class." In addition there are three short essay questions, such as "If you could change three things about the class, what would they be?"* There is also the possibility of adding 20 locally-generated items, similar to items 1-27. There are spaces provided on the student form to answer these additional questions.

Scoring and Interpretation: A computer program is used for scoring the CAQ, as the developer feels that the scoring procedure is too complex to be done by hand.

Time: The test requires about 30 minutes to administer.

Comments: The CAQ has been found useful in large-scale evaluations comparing many classes. It is also used by teachers to evaluate their own teaching as perceived by students. The instruction sheet emphasizes that the CAQ should not be used with elementary students. It also stresses the importance of using the instrument after a group has stabilized, perhaps four to six weeks after a course begins. It is more appropriate to use early enough in a course to be able to respond to student perceptions. The following references are suggested:

Steele, J. M., House, E. R., and Kerns, T. "An Instrument for Assessing Instructional Climate Through Low-Inference Student Judgments." *American Educational Research Journal*, May, 1971.

Herbert J. Walberg, Ernest R. House, and Joe M. Steele. "Grade Level, Cognition, and Affect: A Cross-Section of Classroom Perceptions." *Journal of Educational Psychology*, Vol. 64, No. 2, pages 142-146, 1973. See also Vol. 66, No. 3, pages 363-366, 1974 for "Subject Areas and Cognitive Press" by Steele, Walberg, and House.

The instrument is also reviewed in *Evaluating Educational Performance: A Sourcebook of Instruments, Procedures, and Examples*. Herbert J. Walberg (ed.) McCutchan Publishing Corp., 1974.

Reviewed or Evaluated in: CSE: TE p. I 11.

Cost: $5.00 per class of 25 students for all materials and instructions, including computer processing.

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*Used with permission.

CLASSROOM OBSERVING

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Climate)

Other Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: *Man: A Course of Study--Evaluation Strategies.* Curriculum Development Associates, Suite 414, 1211 Connecticut Avenue NW, Washington, D.C. 20036. Developed by Education Development Center, 55 Chapel, Newton, Massachusetts 02160.

Date: 1970

Grade Level: 1-6

Subject and Respondent: A teacher or outside observer rates the teacher and the students interacting.

Variables: The narrative describes approaches and analysis procedures for a teacher or a team of teachers to use in observing their classrooms and assessing their strengths and styles in order to build toward their desired classroom environment. A checklist is included for observing and assessing such dimensions as the types of questions asked, student participation, student interest, noise level, teacher movement, teacher role, teacher-student interaction, and student-student interaction. Other dimensions considered include physical space, classroom management, modes of verbal activity, student-teacher relationship, and motivation.

Form: The checklist is divided into two parts, "Evaluation of the lesson" and "General teacher style." There are a total of 16 items which are rated on a scale. A sample item is:

"Exchanges largely student to teacher _____:_____:_____:_____: Exchanges largely student to student"*

The narrative suggests questions for teachers to consider as they observe various dimensions of their classrooms. For example, under "Classroom management" teachers are asked "How much does the classroom belong to the teacher and how much to the children? Is the bulletin board decorated by the teacher or by the students? What is the amount of self-initiated student movement around the classroom? Do children feel free to leave their seats when they have reason to or do they first ask for the teacher's permission? What kind of student behavior does the teacher expect?"* and so on.

Scoring and Interpretation: No guidelines for scoring and interpretation are suggested.

Time: If a teacher is observing his/her own classroom while teaching, it is suggested that a fifteen minute period should be observed to begin with. If a videotape or tape recorder is being used, or if another teacher or nonparticipant is observing, an entire class period could be observed. The checklist would probably take from five to ten minutes to complete.

Comments: The checklist and questions were originally developed to be used in classes using the *Man: A Course of Study* materials.

Cost: Complete set of eight teacher's guides - $10.00

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*Used with permission.

5.12 Classroom Interaction

CLASSROOM INTERACTION ANALYSIS

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Climate; Teacher Evaluation

Source: Academic Therapy Publications, P.O. Box 899, 1539 4th Street, San Raphael, California 94901. Developed by Robert H. Bradfield and Jane Criner.

Date: 1973

Grade Level: K-12

Subject and Respondent: Nonparticipating observer describes and rates teacher and student behavior.

Variables: This instrument consists of three scales. The "Teacher Style Scale" measures the manner in which a teacher interacts with students in terms of verbal, visual, and tactile modalities. The "Pupil/Pupil/Teacher Interaction Scale" measures interactions among children in the classroom and does not include teacher-initiated behavior. The "Teacher Attention and Pupil Behavior Scale" indicates variations in the teacher's positive and negative attention toward certain students and records frequency of those students' nontask behavior.

Form: The Teacher Style Scale contains a scale with the three modalities listed above as means of expression for six categorical factors such as "positive academic feedback" or "negative social attention." The observer marks the types of behavior shown by the teacher during a specific time span. Then the observer rates the teacher on three four-point rating scales, and adds comments if necessary. The Pupil/Pupil/Teacher Interaction Scale requires the observer to diagram the relative positions in the classroom of specific children

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being observed. Then interaction among the students is recorded using letter abbreviations such as PV (positive verbal statement received from a child) or ?P (physical contact of unknown intent received from a child). At the end of the observation period, the observer lists the number of each type of interaction initiated and received by each child, and adds comments if necessary. The Teacher Attention and Pupil Behavior Scale requires the observer to diagram the relative positions in the classroom of the teacher and students being observed. Then the direction of the teacher's attention and the frequency of students' nontask behavior is recorded using letter abbreviations and checkmarks. At the end of the observation period, the observer tallies the number of times the teacher paid attention to positive behavior, negative behavior, and nontask behavior. Comments can be added also. All three scales, including answer and diagram space, are printed on a single sheet which also contains data for names of observer, teacher, and students.

Scoring and Interpretation: Directions for scoring each scale are presented in the manual. No specific interpretation instructions are given, but suggestions are made for possible uses of the scales.

Time: For each scale, observation time is ten minutes. Addition of comments may take another minute or so.

Comments: The developers indicate four ways in which the instrument can be used: by teacher supervisors and trainers with both student teachers and experienced individuals to provide data about classroom behavior and changes over time; by teachers to determine the effect of their own behavior on the students; by counselors and school psychologists to obtain objective data about student interactions with peers and teachers; and by researchers interested in classroom management and human interaction. Depending on the intended use of the observation, all or parts of the scales may be used. The manual contains directions for observing unobtrusively, cautions about objectivity, and defines all behavioral terms used in the scales.

Cost: Test manual (24 pages) - $2.00; Set of 25 response sheets - $2.00.

INDIVIDUAL OBSERVATION ANALYSIS FORM

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Source: *Teacher's Guide*, Social Science Unit I, Book #392, Science Research Associates, 259 E. Erie St., Chicago, Illinois 60611. Developed by Institute for Social Research, University of Michigan.

Date: 1965

Grade Level: 1-6

Subject and Respondent: Nonparticipating observer or teacher records frequency of student behavior.

Variables: Student behavior is analyzed in terms of frequency of any kinds of activities teachers choose to observe.

Form: First the observer is instructed to prepare lists of activities of pupils observed for five time periods. Identification is made of the type of activity which occurred most often and the frequency with which each activity occurred. The observer also indicates whether the activities involved the student working by himself, with the class, with one other student, or with several other students.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: No time limit is specified for each observation period. Five three-minute observations repeated over several days may be adequate.

Comments: These observation forms may be especially useful for teachers who have students with behavioral problems. They provide a profile of individual behavior, which can be compared with profiles of other class members. Abnormal behavior patterns would be evident. Interpretation of profiles and guidelines for remedial activities would be useful. Perhaps a counselor or school psychologist could be consulted.

Cost: *Teacher's Guide* - List $7.87, School $5.90.

INTERACTION ANALYSIS IN THE CLASSROOM

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Other Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Ned A. Flanders. *Interaction Analysis in the Classroom,* A Manual for Observers, Revised Edition. School of Education, University of Michigan, Ann Arbor, Michigan. Order from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Date: 1966

Grade Level: K-12, teachers

Subject and Respondent: Nonparticipating observer records interaction between teacher and students.

Variables: Ten categories of "communication events" are recorded. "Indirect influence of teacher talk" includes categories of (1) accepts feeling, (2) praises or encourages, (3) accepts or uses ideas of student, and (4) asks questions. "Direct influence of teacher talk" includes categories of (5) lectures, (6) gives directions, and (7) criticizes or justifies authority. Two categories under "student talk" include (8) response, and (9) initiation. The final category is (10) silence or confusion.

Form: This is not an instrument *per se*; it is a manual which describes a certain technique for observing and analyzing classroom interaction. The observer sits in the classroom where she/he can hear and see the interaction. At the end of each observation period, "he decides which category [see variables] best represents the communication events just completed. He writes this category number down while simultaneously assessing communication in the next period.... His notes are merely a sequence of numbers written in a column...so that the original sequence of events is preserved.... When there is a major change in class formation, the communication pattern, or the subject under discussion, a double line is drawn and the time indicated. As soon as the total observation is completed, he retires to a nearby room and completes a general description of each separate activity period.... The observer also notes any additional facts that seem pertinent to an adequate interpretation and recall of the total observation period."

Scoring and Interpretation: The manual contains extensive discussion about tabulating and interpreting interaction matrices, statistical problems of comparing matrices, and applications of interaction analysis to education.

Time: The observer is to record "type of communication events" every three seconds, and is expected to make 20 - 25 observations per minute. There is no specified time limit for each observation period; this could be left to the discretion of the observer and/or the teacher.

Comments: This is one of the most widely used systems of measuring classroom interaction. The manual also provides an extensive commentary on the problems of observer training and reliability. For this technique, the observer must have a certain amount of expertise. Interpretation is also highly statistical, and may have to be done by a school psychologist or psychometrician unless the observer or teacher is skilled in statistics. The developer states that the tabulating system provides "...complete matrix, ready for interpretation, about five minutes after the original action occurred." The procedure can be used in inservice teacher evaluation, teacher training, or research. The manual discusses many ways of using interaction data, including study of the effects of personality variables of teachers on students and the interaction among participants in a counseling situation.

Reviewed or Evaluated in: IMAB p. 101.

Cost: Contact University Microfilms for current prices.

PIC: PROFILE OF INTERACTION IN THE CLASSROOM

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Climate; Teacher Evaluation

Source: Association for Productive Teaching, 1966 Benson Avenue, St. Paul, Minnesots 55116. Developed by David B. Crispin.

Date: 1969

Grade Level: All grades, K-college

Subject and Respondent: A nonparticipating observer or a teacher viewing a video-taped session of his or her own class rates students and the teacher interacting.

Variables: The PIC is a short method of analyzing classroom interactions that is designed to provide "the quick feedback essential to efficient and effective supervision of instruction." The instrument assesses seven teacher behaviors: accepts feelings, praise-encouragement, accepts ideas, questions, lectures-orientation, directions-commands, and criticism. It also assesses three student behaviors: response to teacher, self-initiated behavior, and silence or confusion.

Form: The PIC is a 17" x 11" form consisting of ten columns coded by number to correspond to the ten categories of student and teacher behavior. In order to preserve the sequence of events, there are 40 horizontal scales within each column, each representing one minute. Each of these scales is further subdivided, with each mark standing for three seconds. Here is an example:

When a behavior is noted, a mark (|) is placed over the appropriate three-second interval. For example, if a teacher starts off by asking a question, one student answers it, and another student insists the first student is wrong, a mark (|) will be placed in columns number four (questions-teacher), eight (response to the teacher-student), and nine (self-initiated behavior-student), at the time each occurred. At the end of a session the marks in each column are totaled.

Scoring and Interpretation: The manual offers guidelines on scoring and interpreting data.

Time: Each PIC is designed to cover one class period, up to 40 minutes. A second form may be used if the class period is longer than this.

Comments: In order to use this instrument the manual states that one should be familiar with the Flanders system, upon which the PIC is based. The Flanders system is explained in *The Role of the Teacher in the Classroom* by Amidon and Flanders (Association for Productive Teaching, 1966 Benson Avenue, St. Paul, Minnesota 55116). Once one understands the system, scoring and interpretation are relatively simple, requiring only five to eight minutes.

Cost: PIC kit (manual and 10 forms) - $2.30.

PLAN STUDENT OBSERVATION SCALE

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Source: Dewey Lipe, Margaret T. Steen, and Thomas J. Quirk. *Varieties of Student Behavior in Project PLAN.* Westinghouse Learning Corporation, 100 Park Avenue, New York, New York 10017. ERIC ED 037 413 (pp. 1-5).

Date: 1970

Grade Level: K-12

Subject and Respondent: Nonparticipating observer records students' classroom behavior.

Variables: Twenty specific behaviors are observed within seven broad categories: working alone, interacting in a group, interacting with the teacher, interacting with a peer, planning learning strategies or program of studies, transitional behavior, and nonproductive behavior.

Form: This document does not contain the scale itself, but describes the development and use of it in research. Trained observers watch a classroom and record frequency of various behaviors by individual students over a period of time.

Scoring and Interpretation: No specific scoring or interpretation information is given. The source describes results of research using the scale.

Time: Observation time would vary depending on number of students observed and number of desired observations per student.

Comments: Although the actual instrument is not provided, teachers may find the source useful in suggesting behavior categories for measuring classroom communication. A description of the observer training program is included also. The document implies that familiarity in recognizing the 20 behaviors is important before recording is done from observations.

Cost: Microfiche - $.25; Hard copy - $1.15.

STUDENT ENGAGEMENT OBSERVATION INSTRUMENT

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Source: Anne Morton. Technical Report No. 34, *The Impact of Changes in Selected Teacher Strategies on Expressive Student Engagement*. Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California 94305. ERIC ED 076 550. #1 of 1 fiche, pp. 47-51.

Date: 1973

Grade Level: 1-6

Subject and Respondent: Nonparticipating observer records student behavior toward teacher, work, and other students.

Variables: Indicators of behavior are measured: motor activity, verbal activity, visual expression, global activity, direction of behavior (toward teacher, aide, peers), and grouping.

Form: The instrument is designed as a matrix which allows the observer to record individual student behavior for up to 30 students on one sheet. Columns are provided for checking the types of behavior listed above during a specific time period. Most behavior indicators are recorded with a checkmark. Types of global activity, however, are recorded with numbers to indicate intensity.

Scoring and Interpretation: No instructions for scoring or interpretation are included.

Time: Length of observation time is not specified. It seems as though 5 to 10 minutes would be adequate. Observers may wish to perform several observations at different times.

Comments: The instrument would be useful in providing a profile of class activity and student attention patterns over a period of time. It could be used to compare class behavior before and after using certain teaching techniques. All "behavior indicator" terms are defined and examples are given so that observers know exactly what is being recorded.

Cost: Microfiche - $.65; Hard copy - $3.29.

THE TAXONOMY OF AFFECTIVE BEHAVIOR

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Other Category: PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS: Values (Value Clarification)

Source: Leonard Kaplan. College of Education, Wayne State University, Detroit, Michigan 48202.

Date: 1968

Grade Level: K-12, teachers

Subject and Respondent: Nonparticipating observer records teacher and/or student behavior.

Variables: The survey form allows observation and recording of behavior described in D. R. Krathwohl's *Taxonomy of Educational Objectives*. Ratings are given for receiving, responding, valuing, organizing, and characterizing by a value or value complex.

Form: The survey requires five separate seven-minute observation and marking periods. The form contains 45 descriptions of behavior falling into the variable categories mentioned above. The observer indicates whether teacher or pupil manifested the behavior, which items did not occur, and which items could not be ascertained. Behavior types include "defends own value" or "makes judgments in light of situational context."

Scoring and Interpretation: The handbook contains extensive information on the definitions of the behaviors to be recorded, how to record, and implications of using the taxonomy.

Time: Each observation session should last 35 minutes and should include five seven-minute periods.

Comments: The instrument can provide direction to the learning process by providing terminology that is clear and meaningful. It furnishes a vehicle for both students and teachers to describe their behavior and point out areas needing development. It might also be useful in discovering some of the principles of ordering and/or classifying behaviors.

Reviewed or Evaluated in: CSE: TE p. C 106, I 25.

Cost: Contact the author for current prices.

TEACHER-CHILD DYADIC INTERACTION

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Source: J. E. Brophy and T. L. Good. *Teacher-Child Dyadic Interaction: A Manual for Coding Classroom Behavior*. #0043, The Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas, Austin, Texas 78712.

Date: 1969

Grade Level: K-12

Subject and Respondent: Nonparticipating observer records aspects of interaction between teacher and one child.

Variables: Five types of dyadic interaction situations are coded: response opportunities, recitation, procedural contacts, work-related contacts, and behavioral contacts.

Form: Separate coding forms are used for each type of interaction. For every interaction, coders note whether the initiator was the teacher or the child. They also code information about the teacher's message or response to the child during the interaction. Within each interaction type, specific data are noted, such as "level of question (process, product, choice, or self-reference)" in response opportunities.

Scoring and Interpretation: The source is essentially devoted to explaining how to score (code) and interpret each of the five interaction types. Extensive chapters deal with each concept. Another section discusses how to use the coding sheets.

Time: Observation and coding should span an entire morning or afternoon session.

Comments: The manual gives a thorough and complex discussion of how to observe and record interactions between teacher and any one student. Coders will have to read the manual thoroughly before trying to observe and record behavior on the coding sheets. The instrument may be useful for teacher evaluation or for studying the behavior patterns of problem students as they relate individually to their teacher.

Cost: $3.00.

VIDEO-TAPE EVALUATION FORM

Major Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Climate)

Source: Donald M. Ronchi et al. *Ability, Performance, Attitudes and Process Education*. Eastern Regional Institute for Education, 635 James Street, Syracuse, New York 13203. ERIC ED 062 723 (pp. 87-89).

Date: 1971

Grade Level: 5-6

Subject and Respondent: A nonparticipant observes video-taped sessions of students in grades 5-6.

Variables: This instrument consists of two parts, the first of which categorizes units of verbal behavior as task or nontask directed. The second part measures dimensions of participation, cooperation, aggression, and independence, as well as the use of materials, and the emotional climate of the group.

Form: The first part consists of a record sheet upon which a nonparticipating observer records each verbal statement, containing an idea, as either task directed or nontask directed. The second part is filled out after viewing the video-taped session. It consists of 20 items, divided into the six areas mentioned under variables. Each item consists of a negative and positive extreme, and a scale from one to five, one representing the negative end of the scale and five representing the positive. The most appropriate number is to be circled. One item under the category of "Cooperation/Sharing Dimension" reads as follows:

"dismissing others' contributions	1	2	3	4	5	enlarging or adding to others' contributions"*

Scoring and Interpretation: No guidelines for scoring and interpretations are suggested.

Time: The first part would take as much time as it takes to view the particular video-taped session being evaluated. The second part could probably be completed in ten minutes, unless the respondent needs to go back and look at particular portions of the tape again, in which case it would take more time.

Comments: The first part, "Checklist for Units of Verbal Behavior," is somewhat confusing and may be difficult to use. The directions do not fully explain this form. The second part, on the other hand, is clearly explained and easy to use. The form was developed to be used with groups of children using the MATCH Kits developed by the Boston Children's Museum.

Cost: Microfiche - $.65; Hard copy - $6.58.

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*Used with permission.

5.2 Curriculum Evaluation

5.21 Student Reactions to Curriculum

CLASSROOM ENVIRONMENT CHECKLIST

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Student Reactions to Curriculum)

Source: *Strategies for Measuring Learning: An Evaluation Handbook for Teachers of "From Subject to Citizen."* Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, Illinois 60640.

Date: 1972

Grade Level: 8-12

Subject and Respondent: Students in grades 8-12.

Variables: This instrument is designed to assess student feelings and attitudes about certain dimensions of the classroom environment, including a particular course, activities, and climates for learning.

Form: Thirteen items are included in the instrument, nine of which are multiple-choice, and four of which require brief essay responses. For the multiple-choice questions students are directed to select from one to "as many as you wish" in responding.

Scoring and Interpretation: Guidelines for interpreting data are suggested.

Time: 15 to 20 minutes would probably be sufficient time to complete the questions.

Comments: This instrument was developed to be used in classes where *From Subject to Citizen* is being used. The questions, however, are of a general nature, and can be used in other classes, too. Scoring is easy as it simply involves tallying the answers of all students. Sample scores are given and analyzed to give teachers some basic guidelines for interpreting scores for their own classes.

Cost: $1.50.

STUDENT AND TEACHER QUESTIONNAIRES USED IN FIELD TEST OF SOCIAL STUDIES MATERIALS

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Student Reaction to Curriculum)

Other Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: *A Social Studies Curriculum for a Modern World, Final Report,* Appendix M, pp. 94-120. Marin Social Studies Project, Office of the Marin County Superintendent of Schools, 201 Tamal Vista Boulevard, Corte Madera, California 94063. ERIC ED 070 708.

Date: 1971

Grade Level: K-12, educators

Subject and Respondent: Elementary and secondary school students and teachers.

Variables: Students evaluate difficulty level and content of the materials, their interest in the materials, and compare them to other social studies materials they have used. Teachers give background information about themselves and their class, compare the effects of the new materials with traditional nonexperimental materials, and evaluate the new materials in terms of strengths and weaknesses, teaching strategies, and effects on evaluation of student performance.

Form: There are eight forms of the questionnaire: two each for grade levels K-3, 4-6, 7-12, and teachers. The forms for grades K-3 contain seven or eight multiple-choice (yes-no-not sure) questions. Teachers may have to read the questions aloud for very young students. One form of the 4-6 level questionnaire contains nine rating scales and three open-ended questions; the other form contains 10 rating scales. Questions are of the following nature: "Have these materials changed your ideas?" and "What did you not like about these materials?" The forms for grades 7-12 are of mixed format, including multiple-choice and short-answer items. One form contains 28 items; the other contains 20. An example of a multiple-choice item: "The reading in the materials was: (a) much too hard, (b) too hard, (c) about right, (d) too easy, (e) much too easy." The teacher questionnaires contain short-answer background questions, multiple-choice items, open-ended questions, and rating scales. One form contains 49 items; the other contains nine. Examples of items: "For what grades and/or types of students would you recommend these materials?" and "What was the effect of the Project materials on student attitudes toward social studies? (a) major improvement, (b) moderate improvement, (c) minor improvement, (d) no change, (e) student attitude worsened."*

Scoring and Interpretation: No scoring and interpretation information is given.

Time: Forms for grades K-3 would take about 10 minutes. Forms for grades 4-6 would take between 10 and 15 minutes. Forms for grades 7-12 would take between 15 and 20 minutes. Teachers' forms would take 10 to 30 minutes, depending on which form was used.

Comments: The questionnaires were designed for an overall evaluation of curriculum materials for all grades. Teachers may be able to use various forms depending on the grade level in question. Questions would be appropriate for a variety of subject areas, also. The longer forms for grades 7-12 and teachers would be difficult to interpret unless summary response forms were designed.

Cost: Microfiche - $.65; Hard copy - $6.58.

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*Used with permission.

STUDENT FEEDBACK FORM

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Student Reactions to Curriculum)

Source: *Final Report of Aptos School's Project Future*. Pajaro Valley Unified School District, P. O. Box 630, Watsonville, California 95076.

Date: 1969

Grade Level: 7-12

Subject and Respondent: Junior and senior high school students.

Variables: Students evaluate subject matter, teaching methods, learning methods, and identify most- and least-liked activities.

Form: Fifteen scales and two open-ended (short answer) questions are given. Scales offer a range of five responses on dimensions such as, "Ways of teaching were: varied--same; new--old; enjoyable--unenjoyable; active--passive; useful-useless."*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students would need about five minutes to complete the form.

Comments: The form is to be used sequentially over particular periods of time. Teachers may find it useful in evaluating curriculum units on teaching techniques. It is short enough to interpret without instructions.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

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*Used with permission.

STUDENT INSTRUCTIONAL RATING SYSTEM

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Student Reactions to Curriculum)

Source: Learning and Evaluation Services, Michigan State University, East Lansing, Michigan 48824.

Date: 1969

Grade Level: 7-12, college

Subject and Respondent: Students rate instruction.

Variables: The instrument obtains information on student reaction to instruction, reaction to laboratory or recitation, and student background.

Form: Thirty-five items comprise the rating scale, most of which fall in the "reactions to instruction category." The scales contain five choices ranging from "strongly agree" to "strongly disagree." A typical item reads, "You felt that this course challenged you intellectually." The items are arranged in categories representing the variables mentioned above; seven item slots are left blank for instructors to write in items appropriate to their course or needs. (Sample items assessing the learning situation are suggested in the manual.) A second section provides space for students' written comments on any factors of interest or concern. The manual suggests questions which the instructor may use to structure this section in a relevant way.

Scoring and Interpretation: Scoring facilities are available at Michigan

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State University. A six-part score report is issued. The manual contains guidelines for interpretation.

Time: The 35-item rating scale requires approximately 15 minutes of class time. The written comments section requires 5 to 10 minutes.

Comments: The instrument seems appropriate for evaluation of instruction in general, and not necessarily confined to any specific subject area. Developers point out that it is "not a paper-and-pencil rating instrument but a system for collecting, analyzing, displaying, and interpreting student reactions to classroom instruction and course content" (manual, p. 1). The manual provides background information, directions for administering, interpretation guidelines, and supplementary and diagnostic items.

Cost: Available free in mimeograph form from Learning and Evaluation Service, Michigan State University.

STUDENT QUESTIONNAIRE ON THE HUMANITIES 11 PROGRAM

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Student Reactions to Curriculum)

Source: D. McIntyre and A. G. Moodie. *An Evaluation of the Humanities. Program at Lord Byng Secondary School During 1970-71.* Vancouver Board of School Trustees, Vancouver, British Columbia, Canada. ERIC ED 059 241. #1 of 1 fiche, p. 8-9.

Date: 1971

Grade Level: 11 (9-12)

Subject and Respondent: High school students evaluate curriculum.

Variables: Students indicate what their expectations were of this course, how well the course fulfilled them, and their recommendations for improving it.

Form: The questionnaire contains seven open-ended questions. Example: "Why did you decide to enroll in the Humanities 11 Program?" and "Do you think that you gained more from this Humanities course than you would have from a regular course in Social Studies or English? (yes-no-no opinion) Why?/Why not?"*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students may require between 5 and 15 minutes to complete the questionnaire.

Comments: The instrument was designed to evaluate an experimental curriculum, combining social studies and English into a single humanities course. Students responded anonymously, and questionnaires were forwarded to the Vancouver School Board Department of Research for evaluating students' reactions toward the course. The format and questions are general enough that teachers may be able to use it for evaluating experimental courses in any area.

A summary scoring sheet may be helpful in interpreting responses of an entire class.

Cost: Microfiche - $.65; Hard copy - $3.29.

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5.22 Educator Analysis and Evaluation of Curriculum

A CHECKLIST FOR EVALUATING A SOCIAL STUDIES PROGRAM

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: *Social Studies Curriculum Guidelines*. National Council for the Social Studies, Suite 406, 2030 M Street, N.W., Washington, D.C. 20036.

Date: 1971

Grade Level: K-12 educators

Subject and Respondent: Evaluator (teacher, administrator, or accreditor) measures success of curriculum.

Variables: The program is evaluated in terms of student, teacher, and community involvement in planning, content, skill development, objectives, learning activities, instructional resources, evaluation, and teacher development resources.

Form: The questionnaire contains 57 items requiring an answer of "strongly," "moderately," or "hardly at all." Following each question are suggestions for sources which evaluators should consult regarding each question: teachers, students, parerts and community, classroom and out-of-classroom observation, and written materials. Questions are of the following nature: "Does the program focus on the social world as it actually is?" and "Are activities carried on in a climate which supports students' self-respect and opens opportunities to all?"*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Once the evaluator is familiar with the program, it would probably require 30 minutes (longer to collect some data) to complete the form.

Comments: The checklist seems appropriate for evaluation of any social studies program K-12. Teachers might be likely respondents because of their familiarity with the program, but they may not be entirely objective in answering all questions. An "outside" evaluator would need to observe and become familiarized with the program in order to respond in an informed manner. Interpretation should be done in group discussion, especially if various groups (students, parents, etc.) have contributed to the evaluation.

Cost: $1.50.

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*Used with permission.

CRITICAL QUESTIONS IN SOCIAL STUDIES EVALUATION

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: Evaluation of the Janesville, Wisconsin Social Studies Project. Integrated Social Studies, Parker Senior High School, 3125 Mineral Point Avenue, Janesville, Wisconsin 53545.

Date: 1974

5.2 Curriculum Evaluation

5.22 Educator Analysis and Evaluation of Curriculum

Grade Level: 9-12 educators

Subject and Respondent: Educators evaluate high school social studies programs.

Variables: The instrument consists of questions that educators need to ask themselves in assessing the strengths and weaknesses of their program. Questions focus on course consistency, content, skills development, accountability, measures for evaluation of student achievement and program effectiveness, student involvement in curriculum planning and development, and educator receptivity to individual student needs.

Form: Fourteen key questions are posed. These include short-answer and essay responses, checklists, matrices, lists, and multiple-choice items. Following each question are several paragraphs elaborating on the question content and why it is considered important in program evaluation. Directions and instruments for evaluating the program's status are also included with regard to that particular question.

As an example, one question asks if there are a variety of learning experiences which provide the student with alternative means of successfully attaining unit and course objectives. A comment follows explaining the value of offering a variety of learning experiences. The evaluative device includes a checklist showing use and frequency of use for 16 activities, such as independent study or simulation games. Short-answer questions use the checklist data to examine specific units.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Completion of the entire instrument would require several hours.

Comments: Teachers or evaluators may wish to use sections of this instrument, if not the entire measure, to evaluate their own social studies programs. Scoring is not appropriate; interpretation should be carried out in group discussion. It may be effective for an evaluation team to complete the instrument together. Familiarity with the program is essential.

Cost: Available free of charge from George Parker High School, 3125 Mineral Point Avenue, Janesville, Wisconsin 53545.

CSE EVALUATION TOOL KIT: SCHOOL GOALS QUESTIONNAIRE

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: *CSE Elementary School Evaluation Kit: Needs Assessment.* Allyn and Bacon, Longwood Division, 470 Atlantic Avenue, Boston, Massachusetts 02210. Developed by Center for the Study of Evaluation, University of California.

Date: 1973

Grade Level: K-6 educators

Subject and Respondent: Principals, teachers, and parents rate educational goals.

Variables: Goals of elementary school education are assessed in the following areas: affective, arts-crafts, cognitive, foreign language, language arts, mathematics, music, physical education-health-safety, reading, religion, science, and social studies.

Form: The kit contains rating scales with 106 educational goals comprising the item bank. Parents and teachers rate each item/goal on a five-point scale.

Scoring and Interpretation: Scoring involves counting the ratings in each degree of perceived importance.

Time: If ratings are made in group meetings, the process may involve over an hour, including debate.

Comments: The kit and questionnaire forms can be used by the principal in determining the priority of educational goals appropriate for his school. The rating forms enable him to obtain input from parents and teachers. A guidebook included in the kit contains chapters on choosing goals, selecting tests to measure attainment of the goals, collecting information, and selecting critical need areas. The rating scales are accompanied by a form elaborating on the meaning of each of 106 goals.

Cost: Complete kit - $129.95.

CURRICULUM IMPLEMENTATION INDEX

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: S. Stowell Symmes, ed. *Handbook for Curriculum Change/ Appendices*, Section 5. Developmental Economic Education Program, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

Date: 1967

Grade Level: K-12 educators

Subject and Respondent: Teachers rate curriculum.

Variables: Progress in implementing new curriculum is assessed in terms of its use for the program, course organization, and facilities.

Form: The index is in the form of a rating scale with 12 process items which receive two ratings each plus comments. Teachers rate each process in terms of the curriculum. Questions asked include, "How much do you use this plan for .....?" and "How much of a change is this from what you were doing before?" Responses can be "none," "some," or "much." The items include processes such as "selecting course content," "determining time distributions for this subject," and "selecting instructional supplies."*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Teachers might require 10 to 15 minutes to complete the index.

Comments: The instrument appears to be designed for curriculum evaluation in any subject at any grade level. Scoring is unnecessary, and the index is so short that interpretation of responses can be made easily. Teachers might find it useful in deciding whether or not to adopt a specific curriculum, or in comparing the usefulness of one with another.

Cost: This instrument is one of many curriculum-change materials included in the catalogue *Handbook for Curriculum Change: Appendices*. The price of the entire catalogue is $15.00

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*Used with permission.

CURRICULUM MATERIALS ANALYSIS SYSTEM: SHORT FORM

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302.

Date: 1971 revised (1967)

Grade Level: K-12 educators

Subject and Respondent: Teachers and other educators analyze social studies curriculum materials.

Variables: This form is intended to analyze various components of social studies curriculum materials including the following: product characteristics (e.g., subject content, intended uses, and dominant instructional characteristics), rationale and objectives, cognitive and affective content, learning theory and instructional strategies, antecedent conditions (e.g., teacher, school, and community characteristics), evaluation, background of materials development, circumstances under which the analysis was done, and characteristics of the person doing the analysis.

Form: The *CMAS: Short Form* is a 26-page analysis form consisting of nearly 100 questions. Most of the questions require a scaled response. A sample is provided below:

> In general, how clearly does the author state his cognitive objectives?

very obscurely	fairly clearly	very clearly	SN	NA	UA	C

If SN is checked by the person analyzing the materials it means that narrative statements were made to elaborate the response. NA refers to Not Applicable and UA Unavailable. C enables the person doing the analysis to indicate the level of certainty with which he/she answered the question. 0 indicates a very low certainty of response, while 4 indicates high certainty.

A number of questions are answered only in narrative form. For example: "What explicit statements in the materials or elsewhere does the author make which reflect his position toward a particular theory of instruction?"

Wherever necessary, the concepts used in the analysis are briefly explained. For example, the terms "values" and "attitudes" are defined in order to have the analyst answer the question: "How are values and attitudes presented in the material?"

The questions, explanations, and scales are organized into eight categories based on the variables listed above. Each question and section is given a decimal number.

Scoring and Interpretation: The completed form with all scaled and narrative responses is the final outcome of using the CMAS. No further scoring or interpretation guidelines are provided.

Time: Teachers and other educators not familiar with this form would probably need several hours to complete an analysis of a curriculum instead of using the CMAS. That time will, however, decrease as the analyst uses the instrument for other analyses.

Comments: The CMAS was developed by SSEC in 1967 to provide a systematic method for analyzing social studies curriculum materials. The form has been used in many workshops and has been the basis for over 200 analyses of many different social studies materials. Revised in 1971 the CMAS is now available in short and long forms. This *CMAS: Short Form* may still be too long for many educators who do not have time to do such an in-depth analysis.

Cost: $1.15.

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*Used with permission.

EDUCATIONAL NEEDS ASSESSMENT: SAMPLE SURVEY FORM

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: Arizona Department of Education, 1535 West Jefferson Street, Phoenix, Arizona 85007.

Date: 1976

Grade Level: K-12 teachers and other adults.

Subject and Respondent: Assessment committee composed of teachers, administrators, parents, students, and employers.

Variables: Objectives of the educational system of any community are assessed in terms of their importance, the extent to which they are being achieved, and the degree of the school's responsibility for them. Objectives include skills acquisition, personal responsibility, and content knowledge.

Form: The survey contains 25 items (educational goals) which respondents rate three times each in terms of importance, achievement, and school responsibility for them. A sample item is, "The student will develop skills to communicate ideas effectively." There are five additional survey questions assessing public opinion about the role of the school and its proper focus.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: One person could complete the 25-item survey in 5 to 10 minutes. If it is to be jointly completed by an assessment committee, much more time would be needed to discuss priorities before selecting group responses.

Comments: The document is a sample needs-assessment and survey form which can be used by school districts to determine community wishes for educational goals. It involves all types of community members (students, employers, teachers) and both elementary and secondary school levels.

Cost: Single copies available to educators on request.

GUIDESHEET FOR EVALUATING PRINTED SPONSORED RESOURCES

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: S. Stowell Symmes, ed. *Handbook for Curriculum Change/Appendices*, Section 5. Developmental Economic Education Program, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

Date: 1971

Grade Level: K-12 educators

Subject and Respondent: Teachers or administrators evaluate curriculum materials.

Variables: Curriculum materials are evaluated in terms of format, content, availability, and suitability for adoption.

Form: The guidesheet lists 41 short-answer (yes/no) questions dealing with general areas listed above. An example: "Can the resource be handled, displayed, and stored easily?" At the conclusion of each section, a summary conclusion option of "acceptable" or "not acceptable" is provided. General comments are solicited at the end of the instrument.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Evaluators would require between 20 and 30 minutes to complete the guidesheet. Extra time may be needed to peruse the materials if they are totally unfamiliar.

Comments: The instrument seems to be fairly easy to complete as a device for assessing the value of curriculum materials. It would be efficient to use if a number of materials are being evaluated, either by a group of evaluators or by an individual. It seems appropriate for use at any primary or secondary grade level.

Cost: This instrument is one of many curriculum-change materials included in the catalogue *Handbook for Curriculum Change: Appendices*. The price of the entire catalogue is $15.00.

A PROGRAM TO IMPROVE SOCIAL STUDIES INSTRUCTION IN THE OTTUMWA COMMUNITY SCHOOLS

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Other Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Student Reactions to Curriculum); STUDENT ATTITUDES: School Attitudes

Source: Willis Ahrens. Project Social Studies, Ottumwa Community Schools, 205 East Fifth, Ottumwa, Iowa 52501.

Date: 1971

Grade Level: K-12 educators

Subject and Respondent: Teachers, students, and possibly administrators or outside evaluators participate in the program evaluation.

Variables: Depth and effectiveness of K-12 social studies curricula and instructional materials are evaluated. Also, student attitudes are measured toward social studies in general and toward specific classes and activities.

Form: The program consists of seven elements: (1) Criteria For Evaluating Instructional Materials are presented as 22 questions which teachers or administrators answer on a six-point rating scale from "poor" to "superior." An example: "Does the content and scope meet the purpose or objective for which it was intended?" (re: printed and audio-visual materials). (2) A sample Instructional Materials Evaluation Card is given, on which information is added about subject area, type of material (record, filmstrip, etc.), title, length, evaluation, and comments. (3) A 16-item student attitude survey (pretest) contains an assortment of multiple-choice questions and rating scales. (4) A 16-item student attitude survey (posttest) contains similar items with similar content. (5) A Course Evaluation Form, to be completed by the teacher after completing an entire curriculum project, contains 38 short-answer questions. Examples are: "Would learning be better if the sequence of activities were changed? (elaborate)" and "Did the teacher guidelines for the course stifle creativity by providing too much direction?" (6) A student questionnaire for units or activities contains two scales and three multiple-choice items. (7) A teacher questionnaire for units or activities contains five scales and two short-answer questions.

Scoring and Interpretation: No scoring and interpretation information is provided.

Time: Estimated time to complete individual elements of the program are as follows:

1) Criteria for Evaluating Instructional Materials - 10 minutes.

2) Instructional Materials Evaluation Card - 1-3 minutes.

3) Student Attitude Survey (pretest) - 10 minutes.

4) Student Attitude Survey (posttest) - 10 minutes.

5) Course Evaluation Form - 20-25 minutes.

6) Student Questionnaire - 5-10 minutes.

7) Teacher Questionnaire - 10-15 minutes.

Comments: The program seems well thought out and comprehensive. Inclusion of student evaluation as well as teacher input makes the program well-rounded. Lack of scoring or interpretation material may make analysis of results a cumbersome task, but group discussion of results might work well. Any part of the program could be used separately for individual needs.

Cost: Single copies available free to educators from the source.

PROJECT FUTURE FEEDBACK FORM

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: *Final Report of Aptos School's Project Future*. Pajaro Valley Unified School District, P. O. Box 630, Watsonville, California 95076.

Date: 1969

Grade Level: 7-9 (K-12) educators

Subject and Respondent: Teachers evaluate curriculum.

Variables: One week's activities are evaluated in terms of objectives, content, methods, and class reaction. Suggestions for changes and evaluating activities are invited.

Form: The one-page form contains 11 short-answer and scale questions. Most require short answers. For instance: "Which activities or procedures were least effective?"

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Teachers would probably require about ten minutes to complete the form.

Comments: The form seems useful as a simple device to keep a record of the success of specific program activities. A comparison of weekly activities made throughout a semester or a unit of study would be helpful in redesigning the unit for subsequent use. No scoring is required; interpretation is easy even without instructions.

Cost: *Final Report* available on request from Pajaro Valley Unified School District.

SELECTING NEW AIDS TO TEACHING

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: S. Stowell Symmes, ed. *Handbook for Curriculum Change/Appendices*, Section 5. Developmental Economic Education Program, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036. Developed by Richard I. Miller, Association for Supervision and Curriculum Development, Washington, D.C.

Date: 1971

Grade Level: K-12 educators

Subject and Respondent: School officials, administrators, and teachers evaluate instructional materials.

Variables: Specific and realistic guidelines are given to assist school officials in making decisions about instructional units. Five sections are given: (1) Initial Probing of Proposed Unit, (2) Developing a Plan of Action (who should investigate the materials?), (3) Accomplishing the Plan (includes personnel and community factors, cost analysis, and evaluative procedures), (4) Decision (to purchase? rent? postpone decision? reject the materials?), and (5) Revision and Recycling (how to deal with problems after impelmentation has begun).

Form: The guidelines are arranged in the five categories listed above. They are expressed as open-ended questions, with comments when appropriate to clarify the need for the question and possible avenues of response. An example: "Does the school and/or school system have the professional skills necessary for the innovation? If not, what provisions can be made for teacher retraining?" Twenty-six basic questions comprise the guidelines.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: The nature of the guidelines implies that they be used as the basis for extensive committee consideration. At least several hours of meeting time would be needed to evaluate new materials.

Comments: The guidelines are designed for high-level use by school officials at the system or district level, as well as by individual school administrators. They may be taken as the structure by which new materials will be evaluated and considered, or they may be adapted or shortened to fit the local situation. Group discussion of the considerations raised seems most effective in applying the guidelines to specific materials selection.

Cost: This instrument is one of many curriculum-change materials included in the catalogue *Handbook For Curriculum Change: Appendices*. The price of the entire catalogue is $15.00.

SUCCESS OR FAILURE IN CURRICULUM DEVELOPMENT: SIX WAYS TO KNOW

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: Janet Hanley Whitla. Education Development Center, 55 Chapel, Newton, Massachusetts 02160.

Date: 1974

Grade Level: K-12 educators

Subject and Respondent: Teachers assess progress and change in subject matter presentation.

Variables: Aspects of curriculum development are assessed: goals, organizing themes, learning styles, and pedagogy.

Form: Six groups of short-answer questions explore progress and change in the variable areas mentioned above. An example: "Are specific exercises and activities planned to develop specific competencies? If yes, give two examples."

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Teachers may spend between 15 minutes and half an hour completing the form. This would depend on the detail with which they answer questions.

Comments: There is no real need for interpretative information. This instrument would be useful as a guide in helping teachers develop new courses of study or in reviewing current programs. It can be used during early planning, in midcourse, and/or at the end of the project.

Cost: Available free to educators on request to the author.

TEACHER INTERVIEW SCHEDULE

Major Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: Ronald R. Besel et al. *Evaluation Report: Project Insight, 1969-70.* ERIC ED 045 463 (pp. 43-52).

Date: 1970

Grade Level: K-12 educators

Subject and Respondent: An objective interviewer asks teachers about their reactions to curriculum.

Variables: Curriculum is evaluated in terms of the teacher's experience with the program and his/her subjective impressions of its effectiveness, involvement of passive students, evaluation methods, and the program's popularity with administrators, the community, and other teachers.

Form: The interview schedule contains 27 questions, mostly short-answer, checklists, and rating scales.

Scoring and Interpretation: No scoring or interpretation instructions are given.

Time: The interview should take about half an hour.

Comments: Evidently the instrument was designed to evaluate a human relations curriculum which involved specific teacher training sessions. Therefore a few items may seem inappropriate for universal use. The instrument, however, could be useful for evaluation of social studies programs in general. It need not be administered by an interviewer; it could be adapted for use as a self-report measure to be completed by teachers. However, due to the subjectiveness of many responses, a third party or group interpretation procedure would be necessary.

Cost: Microfiche - $.50; Hard copy - $2.80.

5.3 Teacher Evaluation

AS I SEE IT

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Climate)

Source: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302. Developed by Albany High School, Albany, California 94706. SSEC is distributing this instrument because it is not available from any other source.

Date: 1972

Grade Level: 5-9 educators

Subject and Respondent: Students evaluate teachers and classroom climate.

Variables: Students rate their teacher, teacher's performance, and their classroom environment. Results reveal students' attitudes toward such things as teacher's willingness to answer questions, to grade fairly, to bring humor into the classroom, to be innovative, and to explain difficult areas.

Form: The instrument contains 32 statements. The student rates each statement according to frequency of occurrence (always, usually, sometimes, rarely). An example is, "My teacher takes too long to return my papers."

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students might need 15 minutes to complete the scale.

Comments: The instrument can be adapted for use with higher grades. Results show quite clearly students' perceptions of their teacher, and interpretation does not require any extra materials.

Cost: $.50 for a single copy; $1.00 for a packet of 30 copies plus $1.00 handling charge for each order.

BEHAVIORAL OBJECTIVES WRITING SKILLS TEST

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Diane Lapp. *Behavioral Objectives Writing Skills Test.* Boston University, Boston, Massachusetts. ERIC ED 083 279. #1 of 1 fiche, 13 pages.

Date: 1970

Grade Level: 1-6 educators

Subject and Respondent: Teachers of elementary grades.

Variables: The instrument provides an estimate of the elementary teacher's ability to write behavioral objectives in four areas: reading, arithmetic, science, and social studies.

Form: The test contains descriptions of four hypothetical class situations and procedures that could be utilized in developing a lesson or unit of study for a class session or sessions. After reading each situation, the teacher is asked to write three behavioral objectives that could be accomplished for an individual pupil or a group of pupils. Two forms, A and B, are provided.

Scoring and Interpretation: Scoring instructions are provided, as well as comments on test instruction, validity, and reliability.

Time: There is no time limit, but most respondents will complete the test within 55 minutes.

Comments: The test can be used as a teacher training tool for preservice or inservice training. Alternate forms (A and B) are provided to facilitate repeated measures over time. No extensive preparation is needed for administering or scoring.

Cost: Microfiche - $.65; Hard copy - $3.29.

CLASSROOM BEHAVIOR TASK

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Robert J. Lesniak. Education Department, The Pennsylvania State University, Capitol Campus, Middletown, Pennsylvania 17057. *A Method for the Selection and Diagnosis of Fifth Year Urban Teaching Interns*. ERIC ED 039 187 (pp. 3-6).

Date: 1970

Grade Level: K-12 educators

Subject and Respondent: Colleagues, staff members as observers rate student-teacher behavior.

Variables: Teacher performance is assessed in factors of strength (control, consistency, organizing ideas, and shock) and sensitivity (feedback, support, attitude, and language).

Form: The technique is a classroom simulation in which a teacher, after 15 minutes of preparation, meets a class for ten minutes. Students are role played by teacher-education staff members. The teacher must introduce himself, define behavior limitations for the classroom, and give an overview of the year's objectives. Observers rate the teacher's performance in response to pupil statements and action cues.

Scoring and Interpretation: No specific instructions for scoring and interpretation are given. The document describes results, statistics, and validity/reliability of the technique in a research project.

Time: The task requires about 30 minutes. Feedback with observers may take longer.

Comments: This technique was developed in a research effort involving student teachers who would enter urban teaching situations. The study, described in the source, examined three things: correlation of task performance with actual classroom teaching behavior, change in strength and sensitivity during the period of preparation for teaching, and change in second task performance after feedback from initial task performance. The technique could also be used for in-service workshops to help teachers refine teaching attributes.

Cost: Microfiche - $.25; Hard copy not available from EDRS.

COMPREHENSIVE TEACHING AND TRAINING EVALUATION

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Psychologists and Educators, Inc., Suite 212, 211 West State, Jacksonville, Illinois 62650. Authored by John M. Gullo.

Date: 1969

Grade Level: 10-12, college, inservice

Subject and Respondent: Students in grades 10-12 or college, or teachers in inservice courses, rate instructors.

Variables: This instrument measures student attitudes toward learning, their reactions to the instructor, and their perception of the effectiveness of the course.

Form: Three rating scales with a total of 35 items are included in the instrument. In the first two scales students circle numbers from one to four indicating no or never, sometimes, usually, or always or almost always. In the third scale numbers represent unsatisfactory, below average, above average, or excellent. One item in the second scale is, "His presentations showed good organization." Several essay questions are included following the third scale. In these students list the most useful and least useful elements of the program and offer suggestions for improvement.

Scoring and Interpretation: A scoring section is included in the instrument.

Time: The instrument could probably be completed in ten to 15 minutes.

Reviewed or Evaluated in: TIP: #856.

Cost: Specimen set - $1.75; Rating forms - 25 for $10.50, 100 for $34.50.

THE DIRECTED IMAGINATION METHOD FOR PROJECTIVE ASSESSMENT OF TEACHER CANDIDATES

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Donald J. Veldman and Shirley L. Menaker. The University of

Texas at Austin, Education Annex, Austin, Texas 78712. Order from Communication Services, The Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin, Texas 78712.

Date: 1969

Grade Level: Prospective teachers.

Subject and Respondent: Prospective teachers.

Variables: The responses are rated on 15 variables. These are: amount of content, coherence, realism, imagination, optimism, empathy, degree of focus, crisis level, teaching role, educational content, self ability, coping activity, appropriate action, problem resolution, and general adjustment.

Form: Respondents are given four blank sheets of paper and given the following instructional sentence: "Tell four fictional stories about teachers and their experiences."

Scoring and Interpretation: A separate "Manual for Scoring the Test of Directed Imagination" (1967) is available from the Research and Development Center for Teacher Education, The University of Texas at Austin. Scoring procedures and interpretations are explained to a limited extent in this document.

Time: Respondents are to be allowed four minutes to complete each story. Those taking the test should be told when three minutes are up. The entire testing period need last no longer than 20 minutes.

Comments: A description of the scales used and the development of the scoring process is included. Validity and reliability data is also reported. In a nonresearch context, the developers suggest it may also be useful to analyze the feelings and problems embodied in each story. A list of references is appended to the report.

Cost: Instrument - $3.90/100; Manual for Scoring the Test of Directed Imagination plus a copy of the instrument - $1.50.

EVALUATING TEACHERS FOR PROFESSIONAL GROWTH: CURRENT TRENDS IN SCHOOL POLICIES AND PROGRAMS

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Other Categories: EDUCATIONAL ENVIRONMENT: Classroom Communications (Classroom Climate); Curriculum Evaluation (Student Reactions to Curriculum)

Source: National School Public Relations Association, 1801 N. Moore St., Arlington, Virginia 22209.

Date: 1974

Grade Level: K-12 educators

Subject and Respondent: Self evaluation by teachers. Evaluation by students and/or nonparticipating observer.

Variables: Ways of assessing relationships with students, professional qualities, performance, and effectiveness of lessons are discussed and illustrated.

Form: This is not an evaluation instrument. It is a 64-page booklet which gives a comprehensive discussion of teacher evaluation, its history, definition, purposes, methods, problems, and policies related to it. Contents are divided into nine chapters. A number of instruments are included in the chapters. "Three Central Questions" explores the reasons for evaluation; roles of peers, students, and self in evaluation; and criteria on which evaluation may be based. "Methods and Tools of Evaluation" discusses evaluation objectives and targets, pros and cons of classroom visits, and various tools used in assessment. Sample instruments are shown.

"When Students Evaluate Teachers" points out that student evaluation of teachers is increasing, explains why it is useful, and provides sample instruments.

"Three Case Histories" describes evaluation programs in Ohio, Connecticut, and California. Sample evaluation forms are shown.

"Eight Variations on the Evaluation Theme" describes programs in eight regions of the U.S. which use a variety of components such as videotape, observation and conference, inservice training, peer and self evaluation.

"What About Specialized Personnel" provides ideas and sample instruments for evaluating counselors and libraries as well as teachers.

"State Laws and Local Policies" reviews policies on a state level and the role of local boards of education.

"The Teacher's Point of View" expresses critical components of evaluation as teachers see them.

"Problems and Responses" explores issues of contract negotiation and merit pay in terms of evaluation.

Scoring and Interpretation: Not applicable.

Time: Not applicable.

Comments: This booklet would be extremely useful for teachers or administrators who want an overall picture of the nature of and trends in teacher evaluation across the U.S. It may be useful philosophically in planning a program of evaluation. It may provide helpful sample instruments to serve as the basis of design for evaluation instruments appropriate to teachers of various subject areas and grade levels.

Cost: $6.75.

EVALUATION SCHEME FOR TEACHERS OF ECONOMICS

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302. Developed by Professor J. Van Daele and P. Coppieters, University of Antwerp, Belgium. SSEC has been given special permission by the authors to distribute this instrument in the United States.

Date: 1974

Grade Level: K-12 educators

Subject and Respondent: A nonparticipating observer rates teachers of grades K-12.

Variables: The scale is designed to assess teachers according to the following criteria: general attitudes (e.g., discipline, language use, tone of voice, use of blackboard), preparation of the lesson (including previous knowledge and written preparation), the "start phase" (clarifying the problem, using the inductive method, and stimulating initial student interest), the learning process (e.g., orientation, analysis, synthesis, evaluation), and execution (including transfer with other courses, efficient use of time, inquiry and group methods, and evaluation of students).

Form: The scale consists of 25 criteria organized into the categories mentioned above, each followed by a continuum from one to five. Five is the highest rating. Each point on the continuum is defined for each of the criteria. For example the continuum following "discipline" reads as follows:

1	2	3	4	5
-everybody does what he likes	-teacher is afraid to take action	-the teacher takes action when disorder has gone too far	-teacher restores order by a few simple gestures	-everybody knows how to behave and has accepted discipline
-nobody is allowed to move	-teacher makes remedy all the time			

Scoring and Interpretation: No guidelines for scoring or interpretation are available.

Time: An observer could probably fill out the form in less than ten minutes after observing several class sessions.

Comments: Although the title indicates that it has been developed for use with economics teachers, the items are appropriate for any social studies teacher.

Cost: $.75 for a single copy; $3.00 for packet of 30 copies; $1.00 handling charge for each order.

FACULTY EVALUATION CHECK LIST

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: *Faculty Effectiveness -- A 'Pilot' Study of Student Evaluation at Harcum Junior College*. Harcum Junior College, Bryn Mawr, Pennsylvania 19010. ERIC ED 058 294. #1 of 1 fiche, p. 4.

Date: 1971

Grade Level: 7-12, college, educators

Subject and Respondent: Students evaluate aspects of teacher performance.

Variables: Teachers are evaluated on aspects of preparation, organization, and responsiveness.

Form: The checklist is a rating scale of ten items, with answers ranging from "superior" to "poor." Two open-ended questions ask about teachers' weak points and strong points.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students would probably be able to complete the checklist in one minute or so.

Comments: The instrument provides a quick overview of students' impressions of their teacher. No scoring or interpretation is necessary.

Cost: Microfiche - $.83; Hard copy - $1.67.

ILLINOIS RATINGS OF TEACHER EFFECTIVENESS

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025. Developed by B. Everard Blanchard, DePaul University, School of Education, Chicago, Illinois.

Date: 1967

Grade Level: 9-12

Subject and Respondent: Students evaluate teachers.

Variables: Teachers are rated on ten traits: appearance, explaining lessons, friendliness, grading, discipline, work assignments, teaching, voice, mannerisms, and knowledge of subject.

Form: The instrument contains 16 items of mixed format: multiple-choice, yes-no, and short-answer. An example follows below.

> Fairness in grading the students:
> _____ Never seems fair in giving grades.
> _____ Explains the meaning of grades given to students.
> _____ Grades some students too high.
> _____ Always gives grades earned by the students.
> _____ Grades some students too low.
> _____ Gives fair grades sometimes.
> What might this teacher do to improve his/her grading?
> A) ______________________________
> B) ______________________________
> C) ______________________________*

Scoring and Interpretation: A scoring key and instructions in the manual explain scoring and interpretation procedures. A teacher profile can be constructed.

Time: The test should take 25 to 35 minutes.

Comments: The test is developed specifically for high school students to evaluate their teachers. The manual discusses test construction, validity and reliability studies, and error of measurement.

Reviewed or Evaluated in: TIP: #865.

Cost: Kit for 25 - $7.50; 25 forms - $6.50; 2-19 packages - $5.00/pkg; 20+ packages - $4.50; Manual (includes 1 test) - $3.00; Scoring key - $1.00.

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*Used with permission

OUR ATTITUDINAL TEST OF PEDAGOGICAL PRACTICE

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Phi Delta Kappan, April 1975, pp. 563-4. Developed by Larry J. Shaw, Department of Education, San Diego State University, 402 College Ave., San Diego, California 92182. Order from Phi Delta Kappan, Director of Administrative Services, 8th and Union, Box 789, Bloomington, Indiana 47401.

Date: 1975

Grade Level: K-12 educators

Subject and Respondent: Self evaluation. Teachers evaluate their educational beliefs.

Variables: Beliefs are measured concerning the function of schools, their atmosphere, learning processes, relevance of curriculum to real life, and the role of testing.

Form: Fifteen quotations from the writings of well-known educators are given. Using a four-point scale, respondents indicate the degree to which they agree or disagree with the statements. An example:

> In an open classroom with a "permissive" environment, the teacher must be as much himself as the pupils are themselves. This means that if the teacher is angry, he ought

> to express his anger, and if he is annoyed at someone's behavior, he ought to express that, too.*

Scoring and Interpretation: Instructions for scoring and interpretative comments are provided.

Time: Ten minutes are required.

Comments: The instrument provides a measure of an individual's philosophical position in relation to educators of the U.S. and Canada. It has been used in a teacher preparation class at San Diego State University to assess students' educational views and as a take-off point for class discussions on controversial topics. A list of references identifies the sources of all quotations so respondents may take up a reading program on the issues concerned.

Cost: Reprints - $7.00 per 100 - minimum order 100.

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*Used with permission.

A PUPIL'S RATING SCALE OF AN INSTRUCTOR

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Climate)

Source: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302. Developed by Albany High School, Albany, California 94706. SSEC is distributing this instrument because it is not available from any other source. SSEC has permission to reprint.

Date: 1972

Grade Level: 5-9

Subject and Respondent: Students evaluate teacher performance.

Variables: Teachers are evaluated in terms of instructional skills, presentation of subject matter, and personal qualities in the classroom.

Form: Seventeen attributes are listed, and students rate each on a scale from one to nine. One is the best rating. For example, on "tolerance," a rating of one would indicate that the teacher "encourage students to express opinions even though they differ with the instructor's ideas." A rating of nine would indicate "resents opposition; intolerant." For each attribute, the scale contains short descriptions of what the various ratings would mean. This enables students to rate more easily. Students are also asked to print comments or criticisms on the back of the test sheet.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students might need 10 to 15 minutes to complete the scale.

Comments: The developer indicates that this instrument is intended for the instructor's self improvement. It could easily be adapted for use with higher grades or college classes.

Reviewed or Evaluated in: TIP: #896.

Cost: $.50 for a single copy; $1.00 for packet of 30 copies; $1.00 handling charge for each order.

SOCIAL STUDIES INVENTORY

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: New England Educational Assessment Project, ESEA Title V, United States Office of Education, Federal Office Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202. ERIC ED 045 537 (pp. 1-8).

Date: 1970

Grade Level: Secondary teachers

Subject and Respondent: Teachers of secondary grade social studies courses evaluate learning situations.

Variables: Teachers' attitudes are measured toward social studies and the objectives of social studies programs.

Form: Thirty-six imaginary situations are presented which reflect differing social/educational attitudes. The teacher is asked to choose the one which most closely resembles his or her own attitude. An example:

> "Last Sunday a discussion on the radio involved three influential citizens who were concerned about the role of

the social studies in their town:

a) Speaker 1: The main task is to provide knowledge of the history of Western civilization, plus some exposure to such social sciences as sociology.
b) Speaker 2: The central theme at any level should be the goals of humanity.
c) Speaker 3: Usefulness to everyday life and practice is primary.*

Scoring and Interpretation: No scoring or interpretation information is provided. An answer sheet is included.

Time: Teachers would need between 30 and 40 minutes to complete the inventory.

Comments: The inventory was developed as part of the New England Educational Assessment Project, which sought to promote greater recognition of the importance of social studies and of the contributions made by social studies teachers to education as a whole. Scoring and interpretation were done by members of the project. The instrument may be useful to teachers as a self-evaluation measure of their attitudes, or to administrators interested in profiling their teachers' attitudes.

Cost: Microfiche - $.25; Hard copy - $.50.

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*Used with permission.

SOCIAL STUDIES TEACHER SELF-DIAGNOSIS INVENTORY

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Other Category: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Educator Analysis and Evaluation of Curriculum)

Source: Marin County Superintendent of Schools Office, Marin Social Studies Project, 201 Tamal Vista Boulevard, Corte Madera, California. Developed by Gary A. Knox. Order from Curriculum Materials Depository, San Mateo Educational Research Center, 333 Main Street, San Mateo, California 94063.

Grade Level: K-12 educators

Subject and Respondent: Self evaluation by teachers.

Variables: The inventory is designed to reveal gaps between practice and theory. Analysis is made of teachers' knowledge, commitment, and practice in terms of claims about the purposes, content, and methods of social studies programs.

Form: Thirty-two claims are presented in the form of statements such as, "Teachers should let their own individual styles and personalities be the prime determinants of how they teach," and "A prime purpose of social studies is to develop students who can make critical analyses of enduring and pervasive social issues." Respondents indicate agreement or disagreement, then answer three multiple-choice questions clarifying their degree of knowledge, commitment, and practice in terms of each claim.

Scoring and Interpretation: Elaborate instructions for obtaining raw scores and adjusted claim scores are given. Three profile sheets are constructed to compare respondents' status with general viewpoints of educational researchers and theoreticians. Interpretation information is provided to help understand scores, determine individual and group priorities for change, and put social studies claims theory into classroom practice. Claim summaries provide a summary of each claim as the most knowledgeable scholars review it, specific classroom adjustments which can be used to close gaps between practice and ideal procedure, and bibliographies to help identify articles and books which discuss the claim.

Time: Teachers should take as much time as they need to evaluate their viewpoints. Completion of the questions would require 20 or 30 minutes; scoring and interpretation may require another half hour or 45 minutes.

Comments: The developer indicates that the claims should provoke an examination of current purpose and practice in the social studies classroom. Dialogue is promoted among colleagues with different perspectives, staff, and consultants. The entire inventory with introduction, scoring, and interpretation sections is contained in a spiral-bound notebook. The compactness and efficiency of the self-evaluation measure, plus the thorough interpretation resources, make it a valuable instrument for social studies teachers at any grade level.

Cost: Available from Curriculum Materials Depository in microfiche. Write for rates.

THE SPAULDING TEACHER ACTIVITY RATING SCALE (STARS)

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Source: Robert L. Spaulding. Institute for Research in Child Development, San Jose State University, School of Education, 125 South 7th Street, San Jose, California 95192.

Date: 1975

Grade Level: K-12 educators

Subject and Respondent: Nonparticipating observer records aspects of teacher-student interaction.

Variables: Teacher activity is assessed in terms of approval or disapproval, social and/or motor structuring or restructuring, cognitive structuring and restructuring, concept development, concept testing, valuing, and listening and/or observing.

Form: The scale contains an 18-page guide, explaining all behaviors to be assessed, and a one-page scoring sheet. Behaviors to be assessed are listed horizontally, and time intervals are listed vertically. The observer checks appropriate spots throughout the observation session.

Scoring and Interpretation: Instructions for scoring (recording) are provided. No interpretation information is given.

Time: Observation sessions may run as long as necessary. The form contains intervals of ten seconds for eight minutes, or ten-minute intervals for eight hours.

Comments: An observer would have to become thoroughly familiar with the definitions of various behaviors, and with the coding abbreviations, before recording an observation session. The form could be used for teacher evaluation inservice or preservice.

Reviewed or Evaluated in: IMAB: p. 113.

Cost: Form (4 pages) - $.40; Data sheet - $.10; Work sheet (to derive scores - $.10.

SUGGESTIONS FOR THE EVALUATION OF TEACHING PERFORMANCE

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: George Redfern. American Association of School Administrators, "Suggestions for the Evaluation of Teaching Performance," an article in *Teacher Evaluation: Interface on Learning*. Ohio Education Association, Printing and Mailing Division, 225 East Broad Street, Columbus, Ohio 43215. ERIC ED 057 008. #1 of 3 fiche, pp. 21-43.

Date: 1970

Grade Level: K-12 educators

Subject and Respondent: Peer and self evaluation of teachers.

Variables: Teacher evaluation is facilitated in areas of preparational competencies, instructional skills, management ability, professional responsibility, and personal competencies.

Form: Two separate forms are suggested: 1) An appraisal report used by Cincinnati public schools involves both the appraiser and appraisee in a joint evaluation of the appraisee's performance. Rating scales and essay sections are combined to profile and explain each viewpoint in further detail. Comments by principal and supervisor are required, also. A short-answer form, Summary of Contacts With Teachers, is provided to keep a record on evaluation activities for every teacher. 2) A self-appraisal instrument is shown which provides procedures including the use of behavioral objectives and critical incidents. Teachers profile themselves and write comments on their success as instructional leaders, developers of self concepts, promoters of healthful emotional growth, and communicators with parents and colleagues. An Initial Conference Discussion Sheet allows teachers and an appraisal counselor to describe the job targets of the teachers. A Classroom Observation form provides space for descriptions about performance based on consensus.

Scoring and Interpretation: No specific instructions for scoring and interpretation are given.

Time: Each of the two forms described above would take about 30 to 45 minutes to complete, but the procedures may be broken up over a period of time. Thus it may be weeks or months before all evaluation components are completed.

Comments: The strength of both suggested forms seems to be the approach whereby teacher and appraiser fill out the forms together. Both are allowed spaces to indicate their own perceptions of performance, but summary statements must be furnished by both on a consensus format. In this way, the instruments are "interpreted" as they are filled out and as discussion is promoted. Of course, further interpretation may be done by administrators if the purpose is to rehire or terminate staff.

Cost: Microfiche - $.65; Hard copy - $6.58.

TEACHER CONCERNS CHECKLIST

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Gary D. Borich, and Francis F. Fuller. Research and Development Center for Teacher Education, The University of Texas, Austin, Texas 78712. Order from Communication Services, The Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin, Texas 78712.

Date: 1974

Grade Level: K-12 educators

Subject and Respondent: Self evaluation. Preservice and inservice teachers of students in grades K-12.

Variables: This checklist is designed to assess the concerns of teachers and prospective teachers. General areas covered are self concerns, situational or task concerns, and student needs or impact concerns.

Form: The checklist consists of 50 items or concerns which respondents are instructed to rate on a scale of one to five. One means "not concerned," two, "a little concerned," three, "moderately concerned," four, "very concerned," and five, "totally preoccupied."

Concerns listed include "Doing well when a supervisor is present," "Ineffective faculty meetings," and "Recognizing the social and emotional needs of students."* Respondents are instructed to use the back of the checklist for any comments they may have regarding the questionnaire, specific items, or additional concerns.

Scoring and Interpretation: A manual for scoring and administering the checklist is available. In addition a data analysis service which provides summary statistics and group analyses is offered to those who participate in various on-going studies.

Time: All items could probably be completed in ten to 15 minutes.

Comments: A booklet entitled *Teacher Concerns Checklist: An Instrument for Measuring Concerns for Self, Task, and Impact,* by the authors of the checklist, discusses two studies in which interested teacher training institutes or teacher educators may participate. This booklet also discusses the history and development of the checklist and summarizes reliability and validity data. Other uses are suggested as well: for individualizing teacher instruction, for evaluating curricular innovation, and for research on teacher behavior. A list of selected references is included at the end.

Cost: Limited copies of the manual and instrument available from the Research Development Center for $1.00.

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TEACHER DESCRIPTION INSTRUMENT

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Sam C. Webb. Division of Graduate Studies, Georgia Institute of Technology, Atlanta, Georgia 30332.

Date: 1966

Grade Level: 9-12, college

Subject and Respondent: Students rate their teachers or professors.

Variables: Teachers are evaluated on classroom performance and teaching techniques.

Form: A series of 147 statements is given describing a variety of actions that teachers have been reported as employing in teaching their classes. Students are asked to estimate the frequency with which they feel the behavior occurred during a particular course. A five-point scale is used, with responses ranging from "almost never occurred" to "almost always occurred." Statements are of behavior such as, "He was confused about basic principles," and "He treated students as adults."* Three additional items of a multiple-choice format assess students' overall evaluations of the instruction.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Students would probably require about 45 to 50 minutes.

Comments: A summary sheet for profiling an entire class's responses would be useful. The instrument seems beneficial in obtaining the students' perceptions of overall teaching success. Individual teachers may find it helpful for an evaluation of their own habits. Administrators may find it useful in evaluating teacher performance on a school-wide scale. A 46-item survey is also available entitled "Student Reactions to Courses and Instruction."

Cost: Single copy free.

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TEACHER ENCOURAGEMENT OF USAGE OF MATERIALS AND EQUIPMENT

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Thomas V. Busse. Room 611, Ritter Annex, Temple University, Philadelphia, Pennsylvania 19122.

Date: 1968

Grade Level: Preschool educators

Subject and Respondent: Outside observer assesses teacher behavior.

Variables: Five types of teacher encouragement of usage of materials and equipment are measured: exhortation toward the use of equipment and supplies, physical assistance in their use, descriptive instruction about the equipment, instructions about methods of use, and questions leading to usage of equipment and supplies.

Form: An observation form is used. Every 30 seconds the observer checks off as present or absent teacher encouragement of usage of equipment and supplies. Teachers are to be observed for a 30-minute period on each of 12 days, at randomly varied observation times. No distinction is made as to whether the teacher's behavior is directed toward the group or an individual child.

Scoring and Interpretation: No scoring or interpretation information is provided.

Time: Each observation lasts 30 minutes. A total of 12 observations (six hours) comprise the total evaluation.

Comments: The instrument provides an intensive record of teacher encouragement over an extended period of time. The 30-second intervals may be most appropriate in the preschool when teachers have continued verbal interaction with children during the classroom periods. In higher grades, when students begin working on activities or projects lasting for longer periods of time, the form may not show frequent encouragement. It would seem useful to provide a description of the activity or activities being done while each observation is made. This would make interpretation easier. Because of lack of interpretation information, it may be difficult to know how to proceed from the observation reports. The instrument was used in the following studies:

Busse, T. V., Ree, M. and Gutride, M. "Environmentally Enriched Classrooms and the Play Behavior of Negro Preschool Children," *Urban Education*, 5, 1970, pp. 128-140.

Busse, T. V., Ree, M., Gutride, M., Alexander, T., and Powell, L. S. "Environmentally Enriched Classrooms and the Cognitive and Perceptual Development of Negro Preschool Children," *Journal of Educational Psychology*, 63 (1972), pp. 15-21.

Cost: Available on request from the authors.

TEACHER EVALUATION QUESTIONNAIRE

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Other Category: EDUCATIONAL ENVIRONMENT: Classroom Communication (Classroom Interaction)

Source: M. Melnyk. Department of Administrative Sciences, Kent State University, Main Campus, Kent, Ohio 44242. *The Teacher Evaluation Questionnaire and Quantification of Results.* ERIC ED 077 924 (pp. 6-13).

Date: 1973

Grade Level: 10-12, college

Subject and Respondent: Students evaluate their teachers.

Variables: Students' opinions of their teacher are measured in terms of teacher's personality, knowledge in subject area, teaching ability, use of discipline, and classroom environment.

Form: The questionnaire contains a total of ten items, including multiple-choice items and rating scales. An example of an item follows below.

> Daily preparation. Does the teacher appear to have a definite and organized plan of work set up before coming to class? The thoroughness of his preparation is: (A) Has considerable difficulty in putting his lecture across. (B) Hesitant and uncertain. (C) Adequate preparation. (D) Well organized preparation. (E) Very fluent presentation.

Scoring and Interpretation: Information for scoring is provided. Interpretation of research use of the instrument is discussed.

Time: Students would need no more than five minutes to complete the questionnaire.

Comments: The instrument seems best suited to advanced high school level students or college students.

Cost: Microfiche - $.65; Hard copy - $3.29.

TEACHER IMAGE QUESTIONNAIRE

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Educator Feedback Center, Western Michigan University, Kalamazoo, Michigan 49001.

Date: 1975

Grade Level: 7-12

Subject and Respondent: Students evaluate their teachers.

Variables: Teachers are evaluated in terms of knowledge of subject, fairness, control, attitude toward students, variety in teaching procedures, encouragement of student participation, and sense of humor.

Form: Sixteen items are in the form of a five-point rating scale from "poor" to "excellent." Two open-ended questions allow students to elaborate on strengths and weaknesses of the teacher.

Scoring and Interpretation: Scoring and interpretation is done by the Educator Feedback Center for a fee of $7.00 per class. A teacher image profile is constructed on the basis of the questionnaire variables. In addition, feedback is given about factors which might be causing problems indicated by the profile, and suggestions are made for possible behavioral changes designed to improve teacher effectiveness. Comparative interpretation can be made of two classes with the same teacher. Interpretation can also be made of teacher effectiveness over a period of time, and discrepancies between the teacher's self, ideal, and real images.

Time: Students will require 15 to 20 minutes.

Comments: Administrator's directions are included. It is advised that the administrator be a third party, not the teacher being evaluated. Student responses are confidential and are sent directly for analysis before the teacher sees interpretative comments. The teacher image profile is accompanied by a pamphlet entitled, *Factors to Consider When Interpreting and Utilizing Your Teacher Image Profile.*

Cost: Package of services (described in "Scoring and Interpretation") is $7.00 per class. Note: Developer predicts a $1.50 increase in that price in order to facilitate mail delivery of the information.

TEACHER QUESTIONNAIRE: HOW WELL DO YOU KNOW YOUR STUDENTS?

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Sally R. Campbell. *Consumer Education in An Age of Adaptation.* Sears, Roebuck, and Co., Consumer Information Services, Chicago, Illinois 60684. ERIC ED 060 210. Order from Association Films, Inc., Agents for Sears Consumer Information Services, 512 Burlington Avenue, LaGrange, Illinois 60525.

Date: 1971

Grade Level: 7-12 educators

Subject and Respondent: Self evaluation. Teachers of middle school or secondary students evaluate their own knowledge of the students.

Variables: Teachers' knowledge of their own students is measured in terms of students' social life, family responsibilities, and teacher's receptiveness to students and their parents on an informal basis.

Form: The questionnaire contains 25 items requiring a "yes-no" answer followed by elaboration of details. For example, "Do you know how your students spend their money? Name six typical expenses."

Scoring and Interpretation: No scoring and interpretation information is given.

Time: It would probably take about 10-15 minutes to complete the questionnaire.

Comments: The instrument seems useful in helping teachers identify how well they know their students as individuals with lives and responsibilities outside the school. There is no need for scoring or interpretation. The teacher will know immediately from his responses how well he knows the students and what he can do to inform himself.

Cost: This instrument is one of several included in the booklet, *Consumer Education in An Age of Adaptation*. The booklet price is $2.00.

TEACHER SELF-RATING INVENTORY

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Harold F. Burks. Arden Press, Box 844, Huntington Beach, California 92648.

Date: 1971

Grade Level: Educators of elementary grades, possibly high school also.

Subject and Respondent: Subjects include elementary and secondary school teachers interested in evaluating themselves on educational characteristics and procedures. When used as a self-evaluation form, respondents are the teachers themselves. However, supervisors or colleagues may also use the same form in evaluating teachers on the same attributes.

Variables: Nine characteristics of the educational experience are measured: pupil-pupil relations, teacher-pupil relations, pupil enthusiasm, teaching techniques, personal characteristics, classroom environment, teacher-parent relations, pupil evaluation, and staff relations. Assessment in each area is made in terms of direct and indirect pupil feedback.

Form: A total of 46 rating scales provide an overall picture of the educational experience described by the nine categories above. Each item requires the respondent to rate student behavior within a choice of three statements, such as, "Pupils very worried about grades, marks -- Pupils quite concerned about grades, marks -- Pupils interested in but not worried about grades." There are two sets of answer spaces for each item; this allows for peers as well as teachers to evaluate each area. At the end of each of the nine sections there is one rating scale evaluating the overall status of that section.

Scoring and Interpretation: No instructions for scoring or interpretation are provided.

Time: Actual completion of the questionnaire should take between 15 and 20 minutes. However, a teacher might first want to read through the areas to be evaluated, observe the class for indications in those areas, and then complete the form. Supervisors or colleagues would have to observe the teacher-class interaction for some time before completing the questionnaire.

Comments: The instrument is not a direct teacher self assessment. It is an assessment of student attitudes and behavior as reflective of the teacher's effectiveness. Interpretive guidelines would be helpful in determining how accurately each rating indicates the teacher's performance. The "second opinion" option for supervisor or colleague evaluation seems useful in rounding out the performance profile.

Reviewed or Evaluated in: TIP: #903.

Cost: $4.60 - 25 copies; $17.50 - 100 copies.

TEACHER STRATEGIES OBSERVATION INSTRUMENT

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Anne Morton. *Technical Report No. 34. The Impact of Changes in Selected Teacher Strategies on Expressive Student Engagement.* Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California. Supply of the report is limited. It is best secured through the ERIC system. ERIC ED 076 550. #1 of 1 fiche, p. 40-45.

Date: 1973

Grade Level: Educators

Subject and Respondent: An outside observer rates elementary school teachers.

Variables: The instrument evaluates the teacher's use of 23 strategies, including surprise/novelty techniques, involving students in activities or tasks requiring the manipulation of materials, offering choices to students, summarizing, personalizing tasks, listening to students, and administration/management techniques.

Form: Twenty-three strategies are listed and defined. Examples of each are given. On a separate form the observer rates the teacher with a "√" for positive action and a "-" for constraining behavior, related to any of the strategies being observed. For example, for the variable on feedback the description reads, "Teacher gives information (verbally or nonverbally) about the accuracy of a student response." Examples given include "Head nod or shake in response," and "Good, OK, right, no, not quite, that's wrong."*

Scoring and Interpretation: Guidelines for scoring the instrument are not provided. However, results from a sample study, in which the instrument was used, are discussed in the same report (pp. 23-35). This data offers some guidelines for interpretation.

Time: The instrument could be completed in one class session if only one or two variables are being observed. In the sample study discussed in this report, two strategies were selected for observation. Forms were filled out daily for eight days (16 class sessions), followed by ten days of intensive training in the strategies. Finally teachers were again evaluated over a two-day (six-session) period. To summarize, time required depends on how the instrument is to be used.

Comments: The instrument was designed specifically for the Hess project on teacher strategies and student engagement (Hess, Robert D., and Takanishi-Knowles, Ruby, et al. *Teacher Strategies and Student Engagement in Low-Income Area Schools.* R & D Memorandum No. 105. Stanford Center for Research and Development in Teaching, Stanford, California, 1973. ERIC ED 087 768.

Implications of the use of the instrument as a pre- or post-test in inservice training, as in this study (Morton, 1973), are discussed on pp. 34-35 of the report.

Cost: Microfiche - $.65; Hard copy - $3.29.

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TEACHING APTITUDE TEST, SHORTENED EDITION

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: F. A. Moss, I. Hunt, and F. C. Wallace. Center for Psychological Service, 1835 I Street, N.W., Washington, D.C. 20006.

Date: 1944

Grade Level: Educators

Subject and Respondent: Teachers

Variables: Teacher aptitude is measured for judgment in teaching situations, reasoning and information concerning school problems, and reading comprehension and retention.

Form: The test contains three subtests, one for each of the three variables listed above. The first subtest contains 30 multiple-choice items. An example follows below.

> Two mothers come to the teacher with their own interpretation of a quarrel on the playground between their children. The teacher should:
>
> _____ Allow the mothers to settle the difficulty.
> _____ Report the case to the principal.
> _____ Punish both children in the same manner.
> _____ Call together the parties involved and try to get the facts.*

The second subtest contains 80 true-false items. An example follows below.

> The bright children should usually be encouraged by being exempt from class participation.*

The third subtest measures comprehension and retention of a passage on speech defects read before the beginning of subtest one. The items are 20 true-false questions. An example follows below.

> Paralysis of the muscles used in speech may be caused by an injury of the brain.*

Scoring and Interpretation: Directions for scoring each subtest are provided, and norms are given for groups including experienced teachers, college students, normal school students, and high school seniors.

Time: Total working time for the test is 25 minutes. An additional five minutes is allowed for reading the passage on speech defects before commencing the test.

Comments: The test could be used for evaluating the aptitude of high school teachers as well as elementary grade teachers, but several items mention situations in primary and elementary grades. These may not be appropriate for higher level teachers. The test covers a range of teaching situations and possible attitudes which should be assessed in a general review of a teacher's competence.

Cost: Package of 25 tests and manual - $4.00.

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*Used with permission.

THE TEACHING EVALUATION RECORD

Major Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Educators Publishing Company, 97 Hodge Avenue, Buffalo, New York 14222. Developed by Dwight Beecher, Coordinator of Research, Public Schools, Buffalo, New York.

Date: 1956

Grade Level: Elementary and secondary teachers

Subject and Respondent: An observer rates teacher behavior and practices.

Variables: The instrument is designed to record the degree to which observable teacher practices and behaviors are present which research has shown contribute to accepted objectives of education, good pupil-teacher relationships, or accepted psychological needs of pupils.

Form: The instrument consists of 32 items. Each includes a statement describing a specific behavior, an explanatory statement, sample evidences of the behavior, and a scale from zero to four for scoring. One item for example focuses on this statement: "The teacher makes active use of significant aspects of pupil growth as a guide in planning activities." The explanatory statement is "Activities are planned to meet the personal and social needs of the pupils." Several sample evidences are suggested, including "Adaptation of content and procedures to such individual needs as success experiences."*

Scoring and Interpretation: A four-page guide to recording of evidence and method of scoring is included in each copy.

Time: After sufficient observation, the instrument could probably be completed in 20 to 30 minutes.

Comments: Since only actually observed practices, behavior, and teacher-created conditions are recorded and scored, a relatively high degree of objectivity is assured.

Reviewed or Evaluated in: TIP II: #905.

Cost: $6.00 for package of 20 records.

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*From "The Teaching Evaluation Record" by Dwight Beecher. © 1956 by Educators Publishing Company. Reprinted by permission of Educators Publishing Company.

5.4 School Climate

EVALUATION GUIDELINES FOR MULTICULTURAL/MULTIRACIAL EDUCATION

Major Category: EDUCATIONAL ENVIRONMENT: School Climate

Other Categories: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Student Reactions to Curriculum), Teacher Evaluation

Source: National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201.

Date: 1973

Grade Level: 9-12, educators, adults

Subject and Respondent: The subject of the evaluation is the school itself: its characteristics and those of its community, its general philosophy and objectives, and its commitments to educating young people for a pluralistic society. It is suggested that "respondents" be an evaluation team which should represent administrators, teachers, students, parents, and community/neighborhood representatives.

Variables: The philosophy, objectives, and educational commitments of the school are measured in terms of: fundamental commitments, the school and community setting, central office context (i.e., Board of Education and Superintendent of Schools), school structure relating to multicultural/multiracial education, the educational program, student personnel services, process of involvement and decision-making in multicultural/multiracial education, change and improvement in multicultural/multiracial education, the school's efforts towards multicultural/multiracial education, student opinions, and teacher opinions.

Form: The instrument is published in a pamphlet form, which the evaluation team can use as a workbook. Each variable mentioned above is treated in a separate section, several pages in length. Many elements being assessed require short- or long-answer responses, some of which involve careful exposition of principles. Under the school's written statement of philosophy, for example, a several-page document may be required. Short-answer items include descriptions of discernible ethnic groups in the community, official qualifications for members of the Board of Education, or aspects of the extracurricular activities program especially designed to promote multicultural/multiracial education. Scales and checklists are also used, to assess the extent to which certain stated objectives are being carried out. Two separate opinionnaires are included: a 13-item multiple-choice student form, and a 16-item checklist and multiple-choice teacher form.

Scoring and Interpretation: Scoring and interpretation instructions are not provided and would be inappropriate on a general level. The introductory sections stress the need for individual schools to use the instrument (or adapt it) as necessary to their own needs.

Time: No time limit is suggested for the evaluation. Certainly a period of study of the school and its operation would be necessary before the instrument could be completed in a meaningful and informed manner. It seems as though any period ranging from a month to an entire semester would be appropriate.

Comments: The instrument was designed by the National Study of School Evaluation "for voluntary, optional use by schools." A discussion of basic assumptions is presented, and schools are encouraged to add to or adapt the instrument as appropriate to their needs. It provides a vehicle for input from and interaction among various groups comprising the educational community. It also gives a thorough evaluative description of the school's objectives and processes.

Cost: Evaluation guidelines for multicultural/multiracial education (booklet) - $5.00/copy; Student opionnaires (package of 100) - $4.00; Teacher opionnaires (package of 50) - $2.00.

AN INSTRUMENT FOR SELF-EVALUATION DISCUSSIONS IN A SCHOOL COMMUNITY

Major Category: EDUCATIONAL ENVIRONMENT: School Climate

Other Categories: EDUCATIONAL ENVIRONMENT: Curriculum Evaluation (Student Reactions to Curriculum); Teacher Evaluation

Source: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302. Developed by Evelyn Moore et al. Note: SSEC is distributing this instrument because it is not available from any other source.

Date: 1971

Grade Level: K-12, educators, adults

Subject and Respondent: The subject is the school and the social studies program. Respondents should include students, teachers, administrators, and parents.

Variables: Extent of humanization of the school and the social studies program is measured, in terms of the social studies classroom, the teacher, and school/community/administration.

Form: The instrument is a 91-item checklist divided into three parts corresponding to the three variables mentioned above. Each item provides a choice of two perspectives on an element of the educational environment, and respondents make one of five degrees of conformity according to where the school falls with respect to the item. An example: "Print is the overwhelmingly important source of information. - - - Classes routinely use the arts, music, painting, literature, etc. as sources."*

Scoring and Interpretation: No scoring or interpretation information is given.

Time: About an hour, maybe more, would be required.

Comments: The instrument is an experimental, self-assessment measure developed as a result of a workshop on "Humanization of the New Social Studies." An explanatory paper stresses its experimental nature, cautions that validity and reliability have not been tested, and invites its use by various groups within school communities. It may be adapted to suit individual needs. Its value lies in the communication which it would promote among groups in the school community.

Cost: Single copy - $2.00; Packet of 30 copies - $12.00; $1.00 handling charge for each order.

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*Used with permission.

SCHOOL PERSONNEL UTILIZATION

Major Category: EDUCATIONAL ENVIRONMENT: School Climate

Source: Cecil Clark. *An Instrument for Measuring Staff Sentiments Toward Self, School, and Profession*. Department of Educational Research, State University, Tallahassee, Florida 32306. ERIC ED 064 391. #1 of 1 fiche, p. 18-25.

Date: 1972

Grade Level: Teachers

Subject and Respondent: Secondary school teachers.

Variables: The instrument measures teachers' self concept, frequency of interaction with other persons in the school, collegiality (quality of interaction), professional practices of the school, and preferred professional practices.

Form: The instrument contains 40 Likert-scales and 30 multiple-choice items. In the scales, respondents indicate five degrees of agreement or disagreement with statements such as, "The administration in this district is not freely accessible." An example of the multiple-choice items follows below:

> The ethical code at this school is:
> (1) A clearly defined document which can be applied as a standard of teacher conduct; (2) In written form, but is not usable in terms of actual teacher behavior; (3) Implicit -- there is no written form.*

Scoring and Interpretation: No scoring instructions are given, but reference is made to separate answer sheets for an IBM 1230 scoring machine. A computer program is available for processing. Detailed discussion of the instrument's development and validation is made. Basic interpretation instructions are not provided.

Time: Respondents would probably require no more than one hour to complete the form. It may be convenient to use a class period for administration.

Comments: The instrument would probably be most useful when adminsitered to an entire school faculty, not just one or several individuals. It could be self administered. School administrators would be most likely to be interested in results. The instrument is a revision of an early version developed and tested in 1971. The conceptual model on which it is based is an unpublished paper by M. L. DeBloois, *A Conceptual Model of School Personnel Utilization: A Developmental Spectrum for Evaluation Purposes*, 1971. This may be available from Cecil Clark. The source itself is available as a document in the ERIC system, ED 064 391.

Cost: Microfiche - $.65; Hard copy - $3.29.

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*Used with permission.

5.41 Classroom Climate

THE SCHOOL SURVEY OF INTERPERSONAL RELATIONSHIPS

Major Category: EDUCATIONAL ENVIRONMENT: School Climate

Other Category: EDUCATIONAL ENVIRONMENT: Teacher Evaluation

Source: Remediation Associates, Box 355, Linden, New Jersey 07036. Developed by Joe Wittmer, University of Florida.

Date: 1971

Grade Level: K-12 **educators**

Subject and Respondent: Self evaluation. Teachers evaluate interpersonal relationships.

Variables: The survey measures the interpersonal climate within an educational setting, as perceived by teachers. Seven dimensions are identified: teacher/principal, teacher/teacher, teacher/counselor, teacher/other nonteaching staff, teacher/self, teacher/students-in-general, teacher/different-type-students. Cognitive, affective, and total scores are yielded.

Form: The survey is a five-point rating scale with 56 items. Each item is a statement of fact or opinion. Teachers indicate agreement or disagreement. Items are of the following nature: "The culturally different student expects pampering from the teachers at our school," and "I do not know what role I'm expected to play in our school's community."*

Scoring and Interpretation: A manual contains directions for scoring and extensive interpretive information. Scoring can be done by hand, or by machine if IBM 1230 answer sheets are used.

Time: Teachers would probably require 20 to 25 minutes to complete the form.

Comments: The instrument permits individual teachers to assess the problems and strengths of communication within their particular school. If problems are at the affective level, communication assistance such as staff sensitivity training may be needed. If problems are at the cognitive level, inservice training may be needed for teachers to gain knowledge of other educational personnel. Research using the instrument is discussed in the manual. Several preliminary items requesting background information may be used if the instrument is used for research. Otherwise, teachers may be inhibited in answering the items if their identity can be ascertained.

Reviewed or Evaluated in: TIP: #890.

Cost: Specimen set - $2.00; 50 tests for $9.50 with manual; 50 tests for $7.50 without manual; Manual - $2.00.

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5.5 Workshops and Conferences

THE CONFERENCE EVALUATION

Major Category: EDUCATIONAL ENVIRONMENT: Workshops and Conferences

Source: Psychologists and Educators, Inc., Suite 212, 211 West State Street, Jacksonville, Illinois 62650. Authored by William T. Martin.

Date: 1969

Grade Level: Teachers

Subject and Respondent: Teachers and other participants evaluate a conference.

Variables: Various aspects of a conference are evaluated including its objectives, organization, length, atmosphere, leaders, participation of members, interaction, and its effect on participants' learning.

Form: The form consists of 30 short statements to which the participant responds "yes" or "no."

Scoring and Interpretation: A two-page manual contains guidelines for administration and scoring. The manual also discusses two studies which used the instrument.

Time: 5 to 10 minutes.

Comments: The form is relatively simple to use. Since many items are general, however, it may need to be adapted or supplemented for one's particular conference.

Cost: Specimen set - $1.75; 25 forms - $5.75; 100 forms - $21.00.

EVALUATION - LEGAL EDUCATION WORKSHOP

Major Category: EDUCATIONAL ENVIRONMENT: Workshops and Conferences

Source: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302. Developed by the Colorado Legal Education Program.

Date: 1974

Grade Level: Professional adults

Subject and Respondent: Could be community member, judge, lawyer, law enforcement official, teacher, or school administrator.

Variables: Various aspects of a workshop are evaluated: its objectives, program, staff/consultants, area teams, morale, implementation, and facilities.

Form: Twenty-three items include scales, open-ended comments, multiple-choice, and short-answer questions.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Respondents would need 15 to 20 minutes to complete the form.

Comments: The instrument was developed as an evaluation measure for a specific workshop on a specific topic, but it can be adapted and used for any group meeting or workshop on any topic. Educators might find it useful in planning workshop activities, also.

Cost: $1.00 for a single copy plus $1.00 handling charge for each order.

GULLO WORKSHOP AND SEMINAR EVALUATION

Major Category: EDUCATIONAL ENVIRONMENT: Workshops and Conferences

Source: Psychologists and Educators, Inc., Suite 212, 211 West State Street, Jacksonville, Illinois 62650. Authored by John M. Gullo.

Date: 1972

Grade Level: Teachers

Subject and Respondent: Teachers and other participants evaluate a workshop or seminar.

Variables: Various aspects of a workshop or seminar are evaluated including its organization, method of presentation, newness, leader's competence, and the clarity of objectives. Participants also indicate their own level of interest, enthusiasm, and participation in the session.

Form: In addition to personal data such as name, age, sex, and how one learned of the session, the survey form contains 14 Likert-type items on a four-point scale: unsatisfactory, below average, above average, and excellent.

Scoring and Interpretation: Space is provided on the form to calculate an individual's average score. No other guidelines are provided.

Time: 5 to 10 minutes.

Comments: The form is simple to complete and relatively easy to analyze.

Cost: Specimen set - $1.75; 25 forms - $7.75; 100 forms - $27.50.

WORKSHOP EVALUATION PROCEDURE

Major Category: EDUCATIONAL ENVIRONMENT: Workshops and Conferences

Source: Suzanne Wiggins Helburn and James E. Davis. *Economics in Society Staff Training Kit Manual*. Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025.

Date: 1973

Grade Level: K-12 educators

Subject and Respondent: Workshop participants (presumably elementary and secondary school teachers) evaluate the session.

Variables: Specific workshop activities are evaluated, and participants' reactions to curriculum materials are obtained.

Form: The evaluation procedure has two forms. Form One maximizes feedback from workshop participants. It asks them to establish criteria for evaluating the workshop and then suggests a five-point rating scale for each criterion. One open-ended question asks for comments about the session. Form Two is more structural, with five rating scales and one open-ended question.

Scoring and Interpretation: No scoring or interpretation information is given.

Time: Form One might require 20 to 30 minutes. Form Two might require 10 minutes.

Comments: The evaluation procedure was designed to evaluate inservice training sessions on the use of a specific economics curriculum. The instrument (either form) could be used to evaluate training sessions for any curriculum, however. It does not assess process of the workshop. It seems most useful as a touchstone for discussion with workshop leaders and other participants.

Cost: Complete staff training kit - $95.97.

AN ANNOTATED BIBLIOGRAPHY
OF OTHER CATALOGUES OF EVALUATION INSTRUMENTS

Beatty, Walcott H. (ed.). *Improving Educational Assessment and An Inventory of Measures of Affective Behavior.* Washington, D.C.: Association for Supervision and Curriculum Development, 1969.

The second section of this book contains short annotated descriptions of 133 instruments organized into eight areas of the affective domain: attitudes, creativity, interaction, motivation, personality, readiness, self concept, and miscellaneous. Nearly half the instruments are specifically related to education. The brief annotations, descriptive not evaluative, provide information on form, variables, author, availability, and in some cases reliability/validity data. The first part of the book consists of various articles on assessment by Ralph Tyler, Robert Stake, Daniel Stufflebeam, and the editor.

Board of Education, City of Chicago. *Instruments that Measure Self-Concept.* Chicago, Illinois: Research and Evaluation, Department of Educational Program Planning, n.d. (1972). ERIC ED 079 431.

This 81-page paper contains short analytical summaries of 54 self-concept measures, kindergarten through adult. Most of the instruments listed are appropriate for elementary children and focus on one's self concept as a learner. The analyses include information on title, author, source, cost, scoring, form, purpose, age or grade level, administration, materials needed, norms, reliability, validity, references, and strengths and weaknesses. Usually three- or four-word phrases are used to provide this information and often several categories are left blank.

Buros, Oscar K. *The Seventh Mental Measurements Yearbook.* Highland Park, New Jersey: Gryphon Press, 1972.

This is the seventh and most recent yearbook in the Buros series of *Mental Measurements Yearbooks.* The two-volume *Seventh Yearbook,* which supplements the previous volumes, annotated 1,157 tests in a wide range of areas including achievement batteries, aptitude measures, English, social studies, personality, and vocations. The *Yearbook* contains 798 original reviews of 546 tests (over half of the reviews are of personality measures) by 439 reviewers, and 181 excerpted test reviews from 39 other journals. A total of 12,372 references are cited. The tests are organized by subject area and indexed by publisher, title, and author. A separate volume on social studies tests is now available.

Buros, Oscar K. *Tests in Print II*. Highland Park, New Jersey: Gryphon Press, 1974.

This 1,107 page volume is a comprehensive bibliography and index to all tests reviewed in the *Mental Measurements Yearbook*. The compendium contains 2,467 test entries, each of which provides title, intended subjects (grade level), publication dates, author, publisher, and references in the research literature. *TIP II* also includes a classified index to the contents of the test sections of all *MMY's* published up to 1974 and a reprinting of the 1974 APA-AERA-NCME *Standards for Educational and Psychological Tests*. *TIP II* is most useful as a quick scan of available instruments before going to the more extensive reviews in *MMY*.

Coller, Alan R., and P. D. Guthrie. *Self-Concept Measures: An Annotated Bibliography*. Princeton, New Jersey: Educational Testing Service, Head Start Test Collection, 1971. ERIC ED 051 305.

Brief annotations are provided for 27 self-concept measures appropriate for children from preschool through grade three. Information given includes title, author, availability, purpose, nature, time required, variables, administration, and scoring.

Guthrie, P. D., et al. *Measures of Social Skills: An Annotated Bibliography*. Princeton, New Jersey: Educational Testing Service, Head Start Test Collection, 1971. ERIC ED 056 085.

This 28-page document contains short annotations of 39 instruments designed to measure a variety of social skills in children from preschool through third grade. The areas covered by the measures include social competency, social maturity, interpersonal competency, social sensitivity, and attitudes toward others. The annotations contain information on title, author, source, purpose, variables, format, administration, and scoring. An indication of the availability of reliability and validity data is also provided.

Hoepfner, Ralph, et al. *The CSE Test Evaluation Series.* Los Angeles, California: Center for the Study of Evaluation, Graduate School of Education, University of California, Los Angeles, 1970-74.

Titles: *CSE-ECRC Preschool/Kindergarten Test Evaluations.* (1971)

CSE Elementary School Test Evaluations. (1970)

CSE Secondary School Test Evaluations: Grades 7 and 8. (1974)

CSE Secondary School Test Evaluations: Grades 9 and 10. (1974)

CSE Secondary School Test Evaluations: Grades 11 and 12. (1974)

CSE--RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills. (1972)

Each volume consists primarily of charts with numerical scores evaluating hundreds of tests and over 1,000 scales in various subject areas. The tests are indexed by educational goal and test title. A team of measurement and evaluation specialists evaluated the instruments. For the first five books listed above, the MEAN evaluation system was employed. This system focused on criteria of measurement validity, examiner appropriateness, administrative usability, and normed technical excellence. The *Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills* volume is based on the VENTURE system which added three other criteria--teaching feedback, retest potential, and ethical propriety comments. In all volumes an overall letter grade evaluation is provided for each scale.

Johnson, Orval G., and James W. Bommarito. *Tests and Measurements in Child Development: A Handbook.* San Francisco, California: Jossey-Bass, 1971.

This handbook contains analyses of 316 evaluation instruments measuring various kinds of behavior in children from birth to 12 years of age. The instruments are classified into groups: cognition, personality and emotional characteristics, perceptions of environment, environment, self concept, motor skills and sensory perception, physical attributes, miscellaneous attitudes and interests, social behavior, and unclassified. Descriptions of each instrument include author, title, availability, age of subject, variables, type of measure, description, scoring and administration, reliability and validity data, and comments and references from users of the instruments.

Lake, Dale G., et al. *Measuring Human Behavior: Tools for the Assessment of Social Functioning*. New York, New York: Teachers College Press, Teachers College, Columbia University, 1973.

The bulk of this volume consists of detailed, critical reviews of 84 different evaluation instruments designed to measure many types of human behavior including cognition-perception, affective-motivation, and social behavior. The instrument analyses include information on author, availability, variables, format, administration and scoring, and development. Extensive critiques focusing on the reliability and validity of the instruments are also provided. Each analysis concludes with general comments and references. The instruments are indexed according to variable and author. The second section of the book contains critical summaries of 20 other evaluation instruments compendia, including the Buros *Yearbooks* and *Tests in Print*.

Robinson, John P., et al. *Measures of Occupational Attitudes and Occupational Characteristics*. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1969. (Reprinted 1973)

The majority of the chapters in this book contain critical reviews of a total of 80 evaluation instruments organized into various categories related to occupation, including alienation from work, career orientation, identification with organization, job activities, occupational mobility, vocational interest, and working conditions. Criteria applied to these instruments include sample adequacy, norms, reliability and validity data, and ease of administration and scoring. The volume is Appendix A of *Measures of Political Attitudes*. (Robinson et al., 1968)

Robinson, John P., et al. *Measures of Political Attitudes*. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1968. (Reprinted 1973)

This volume provides concise, critical reviews of 95 evaluation instruments designed to measure political attitudes. Specific variables under which the instruments are organized include citizenship, Communists, democratic attitudes, efficacy, liberalism-conservatism, nationalism, racial and ethnic attitudes, opinion, leadership, pacifism, tolerance, and war. The factors upon which these instruments are judged are the same as those of the *Occupational Attitudes* volume (Robinson et al., 1969). Sample items or the entire scale are usually provided. Each chapter contains a critical discussion in narrative form of the instruments analyzed.

Robinson, John P., and Philip R. Shaver. *Measures of Social Psychological Attitudes*. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1973. (Revised Edition)

This book contains critical analyses and narrative discussions of 127 instruments designed to measure social psychological attitudes in the following categories: self esteem, authoritarianism and dogmatism, internal-external locus of control, alienation, other socio-political attitudes, general attitudes toward people, religious attitudes, and methodological scales designed to control for response sets of social desirability and acquiescence. The criteria used to judge the instruments are the same as those of the *Occupational Attitudes* volume (Robinson, et al., 1969). Sample items are often included and in some cases the entire instrument is reproduced.

Rosen, Pamela. *Test Collection Bulletin*. Princeton, New Jersey: Educational Testing Service, 1968-current.

This work is a periodical which lists acquisitions to the Educational Testing Service Test Collection. Published bimonthly from 1968, this journal briefly describes new instruments added to the ETS collection and other current information related to test development and testing programs.

Rosen, Pamela, and Eleanor V. Horne. *Tests for Spanish-Speaking Children: An Annotated Bibliography*. Princeton, New Jersey: Educational Testing Service, Head Start Test Collection, 1971. ERIC ED 056 084.

This 14-page paper contains brief annotations of 21 evaluation instruments appropriate for Spanish-speaking children--preschool through grade three. The tests cover areas such as intelligence, personality, achievement, reading, and general ability. The annotation includes information on title, author, availability, purpose, intended subjects, variables, administration, and scoring. Statements concerning the existence of reliability and validity data are given, but no data are reported or discussed.

Shaw, Marvin E., and Jack W. Wright. *Scales for the Measurement of Attitudes*. New York, New York: McGraw-Hill, 1967.

This compendium contains reviews and reprints of 176 attitude measures. The chapters are divided into the following: social practices, social issues, international issues, abstract concepts, political and religious systems, ethnic and national groups, significant others, and social institutions, including schools. The descriptions of instruments include information on source and availability, type and number of items, population sample on which the scale was constructed, reliability and validity, and advantages and disadvantages.

Simon, Anita, and E. Gil Boyer. *Mirrors of Behavior II: An Anthology of Classroom Observation Instruments*. Philadelphia, Pennsylvania: Research for Better Schools, 1970.

This two-volume work briefly annotates and intensively analyzes 79 observation instruments designed to measure classroom interaction. The majority of the instruments focus on both teacher and student behavior. The book also includes matrices of the 79 instruments and their key features (including system dimension, type of communication observed, population observed, method of data collection, and uses of the instrument), a concise description of the classroom activity focused upon, an explanation of the administration and scoring procedures, and a list of the specific behaviors recorded and any reports of reliability scores.

Walker, Deborah K. *Socioemotional Measures for Preschool and Kindergarten Children*. San Francisco, California: Jossey-Bass, 1973.

This book discusses the state of the art in socioemotional measurement and analyzes 143 instruments appropriate for children age three through six. The measures are organized into six socioemotional areas: attitudes, general personality and emotional adjustment, interests or preferences, personality or behavior traits, self concept, and social skills or competency. The following information is provided for each evaluation instrument: title, date, author, age range, measurement technique, sources in which the measure is described, availability, description, norms, validity, and reliability.

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Social Studies Evaluation Sourcebook

Social Studies Evaluation Sourcebook

— a resource guide designed to help teachers, district coordinators, evaluation specialists, intermediate- and state-level supervisors, and other educators locate and select instruments for evaluating many different aspects of social studies programs from kindergarten through grade 12.

The *Sourcebook* contains analyses of nearly 300 evaluation instruments applicable to social studies education. Included are concise, descriptive analyses of general social studies achievement tests and specific knowledge tests in U.S. history, world history, political science, economics, and other social studies topics. Evaluation instrument analyses are also provided in the following areas: critical-thinking skills, student attitudes, interpersonal skills, self-concept, personality, values clarification, moral development, classroom climate, curriculum evaluation, and teacher evaluation.

Each analysis provides information on where and how to order the instrument, publication date, developer, cost, grade level, time required, subject and respondent, variables measured, format, scoring and interpretation, reliability and validity data, and other reviews or evaluations of the instrument. The analyses are organized into five topic areas: cognitive knowledge, cognitive processes, student attitudes, psychological and social characteristics, and educational environment. A title index, publisher cross-reference, and grade-level cross-reference are also included.

The *Social Studies Evaluation Sourcebook* was designed to be a comprehensive resource for helping educators choose evaluation instruments which are valid, useful, and appropriate for their particular needs and objectives.

SSEC
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